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# **USSR Report**

**MILITARY AFFAIRS**

**No. 1488**

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# USSR REPORT

## MILITARY AFFAIRS

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## PERSONNEL ADMINISTRATION RED TAPE CRITICIZED

Moscow KRASNAYA ZVEZDA in Russian 1 Aug 79 p 2

[Article by Correspondent A. Korolev: "To Moscow For Information"]

[Text] According to the statistics 2 million persons come to Moscow every day. On business trips, to visit friends, for training, and as participants of tourist groups. There are many reasons. Engineer-Major V. Bykovets, one of the many visitors to the reception room of KRASNAYA ZVEZDA, also came to the capital midweek not without cause and not just on pleasure.

"I won't take up much time," he said. "I would just like to know whether or not I am entitled to travel pay in connection with my transfer to a new place of service."

In 5 minutes the officer was given a reply based on the provisions of the documents presently in effect. The satisfied visitor left the reception room for his unit, which incidentally was located a few dozen kilometers from Moscow.

It would seem that this incident has nothing remarkable about it: A person travels to the capital, asks a question, receives an answer, and goes away.... But let us not come to hasty conclusions and consider another case.

While Engineer-Major Bykovets had to sacrifice 1 day to get his information, the time and resources expended by Warrant Officer N. Rylov were by far greater--after all, he works more than a thousand kilometers from the capital! Even so, the warrant officer did embark on the long trip. His objective was to find out in Moscow whether or not there is a document that governs the order of providing housing to military servicemen who had previously occupied reserved housing space. Naturally this visitor also received an exhaustive reply from the editorial board in just a few minutes, and he traveled back pleased as well.

Unfortunately many such alarming cases have been occurring. They are alarming because they show that people in some places continue to collide with the bureaucratic behavior and indifference of officials.

What is happening in fact is that for one reason or another, officers must abandon their daily duties (or sacrifice a day off) to make a special trip to Moscow for information. They must travel to Moscow to find out what should have been explained to them in their unit. The warrant officer's question should have been answered locally, but....

Engineer-Major V. Bykovets encountered spiritual callousness, an open reluctance of workers of the financial service to delve into the essence of the problem; nor was Warrant Officer Rylov met with tactfulness and attention. This is why both of them, who had initially no intention of traveling to Moscow, nevertheless decided to make their "journey for information," troubled by problems that were important to them personally.

The continuing Moscow trips for information attest to the fact that far from all units, military commissariats, military enterprises and institutions have organized visitor reception well, and that visitors do not always encounter a benevolent attitude toward themselves everywhere. KRASNAYA ZVEZDA's mail says the same thing rather eloquently.

For example Seaman R. Agaverdiyev wrote to the newspaper that he wished to enroll in a military school, but that none of the officers he turned to were able to inform him of the admission requirements of the educational institution he was interested in. Another letter came from Chistopol', from Great Patriotic War veteran A. Anisimov, who complained that he could not get any information on the privileges enacted for war veterans: "...the city military commissariat sent me to the city social security department, and the latter sent me right back to the military commissariat..."

Of course, workers in every institution perform a certain range of responsibilities requiring both exertion of effort and attention. But no excuses of "being busy," or other "objective" causes could serve as a justification for red tape and indifference in relation to people, their complaints, and their requests.

A worker who by the nature of his activities is constantly in contact with people turning to him with complaints, declarations, urgent problems, or simply questions of interest to them, must always be tactful, attentive, and efficient. Whatever the circumstances, he must always find the time to calmly hear out the individual and give him a grounded response, one which would make it unnecessary for him to turn to other sources of information. In this case it is very important for the official to store, close by and not in some long-forgotten corner, all of the necessary orders, instructions, and other references that could be used to give swift and competent explanations on all problems.

## COMBAT INTELLIGENCE PROCEDURES DISCUSSED

Moscow KRSNAYA ZVEZDA in Russian 2 Aug 79 p 2

[Article by Major General F. Grefasov: "The Art of Reconnaissance"]

[Text] It would be impossible to make a suitable decision in combat without knowing the enemy, his intentions, his combat capabilities, his strong and weak sides, and the terrain on which the mission is to be executed.

Tactical reconnaissance has the purpose of revealing the combat composition of the enemy, his fire plan, and the locations of his control posts, antitank resources, and reserves. Its most important objective is to uncover the enemy's preparations for a nuclear strike in time.

Tactical reconnaissance is represented today by troop reconnaissance subunits as well as by reconnaissance subunits of the different arms and services--artillery, engineering, and radiation and chemical. While in the past tactical reconnaissance was concerned with the relatively small area in which the combat was proceeding, its present capabilities and resources make it possible to acquire data on enemy objectives dozens of kilometers away. But in view of its nature, tactical reconnaissance is concerned in the bulk of its missions with specifically the tactical zone.

Information is acquired on the enemy through the combat activities of units and subunits, by observation, listening, photography, interception and rangefinding of electronic resources, strikes, raids, ambushes, and other means.

Many of these are traditional, time-tested methods. As an example a significant share of valuable intelligence was acquired during the Great Patriotic War by observation, raids, and ambush.

At the end of 1942 at the Voronezh front, for example, a reconnaissance group consisting of enlisted men and sergeants of the 1st Rifle Battalion, 931st Rifle Regiment captured a valuable "canary"--the commander of a German infantry division's signal company--as a result of a successfully conducted raid. He provided rather thorough information on the enemy's men and equipment in the vicinity of Kastornoye.

In 1943 at Belgorod, a well organized system of observation in the regiments (consisting of 18-22 troop, artillery, and engineering observation posts per unit) revealed the moment the enemy occupied his forming-up place for the offensive.

We can cite many such examples. Our tactical reconnaissance units performed their missions masterfully during the war. The war experience continues to be instructive today as well.

What do we mean today by the words "competently organized reconnaissance"? It means a complex of mutually related measures. First of all we must clearly define the objective of reconnaissance: precisely what information on the combat composition and nature of enemy actions it must acquire. Next the company or battalion commander must determine what sort of men and equipment it would be suitable to assign for reconnaissance, and how to prepare these resources for the mission. It is important for the commander to personally explain the mission to the reconnaissance subunits and spell out the time the mission is to begin and the means of attaining the goal (observation, ambush, raid, and so on). And, finally, stable communication must be maintained with the reconnaissance subunits; the intelligence must be collected, generalized, and reported efficiently to the senior chief, and subordinates and neighbors must be supplied with information on the enemy quickly.

The reconnaissance effort must be subordinated to the intent of the battle and to the missions assigned to the subunit and unit, and it must correspond to the nature of the concrete situation. Reconnaissance provides an especially broad avenue for the display of a commander's creativity, initiative, and inventiveness.

Reconnaissance can be effective only if it is maintained in all forms of troop combat activities, day and night, in all terrain, and in all weather conditions. Observation of all of the most important objectives must also be continuous.

The following serves as the raw data used by the company or battalion commander to organize reconnaissance: the mission assigned to the subunit, available data on the enemy, and the possibilities of the men and equipment allocated for the reconnaissance missions. Moreover he may also receive reconnaissance instructions from his senior chief.

Combat reconnaissance patrols and trained observers are usually allocated for reconnaissance missions in every platoon and company, and at the battalion observation post. On instructions from the senior chief, subunits may organize raids. Motorized infantry and tank battalions can also be included in the intelligence gathering effort.

The subunit commander bears full responsibility for organizing reconnaissance; he personally determines its most important objectives, indicating the objectives or sectors upon which the main efforts must be concentrated.

During combat he personally (through the chief of staff at battalion level) exercises control over the reconnaissance effort.

I have seen competently organized reconnaissance many times in exercises. As an example Captain N. Prudnikov, the commander of a motorized rifle battalion, displayed his best side in a training battle. Competently utilizing his observers and his combat reconnaissance patrols, he managed to reveal the simulated enemy's fire plan in that subunit's zone of advance. When approaching "enemy" artillery batteries occupied their fire positions and when the opposing side laid minefields at the forward edge and within the near defense zone, the battalion commander promptly reported these actions to the regiment commander.

As with many others, this case once again persuades us that if a commander is to organize reconnaissance competently, he must have a deep knowledge of the nature of modern combat, of the possibilities of organic and non-organic reconnaissance forces and resources, and of the principles of their application in combat.

A commander cannot count on success in combat if he has been unable to organize effective reconnaissance. Indicative in this aspect is an episode from another training battle. Major I. Karpenko, the commander of a motorized rifle battalion that was in direct contact with the "enemy," assumed that the defenders had occupied the forward position only with covering and security subunits. In the course of the attack, however, it was revealed to him that during the night the "enemy" had managed to draw his main forces to this center of resistance. His error cost the subunit dearly.

A commander must not only assign concrete missions to his reconnaissance subunits, but he must also pose such missions as early as possible. After all, detachments, squads, and platoons assigned to reconnaissance missions must make preparations. They must be provided full support for their missions.

Experienced commanders find the time before a battle to subject reconnaissance personnel to practical drills on the actual terrain, or to brief the personnel with the help of terrain models and maps; if the nature of the mission requires, they acquaint the personnel with the intelligence characteristics of the particular "enemy" objectives.

Precise determination of the time to begin reconnaissance and terminate it has great significance. Serious mistakes could result from failing to establish when and where reconnaissance subunits are to set out on their mission. This brings to mind a certain exercise in the Carpathian Military District, in which the scouts lost themselves in the combat formation of the motorized rifle and tank subunits and advanced together with them in the attack. The commander had lost communication with his reconnaissance subunits.

Maintenance of stable communication with reconnaissance subunits is of priority importance. Radio training sessions conducted by many commanders during preparations for training exercises have justified themselves completely. Scouts must be proficient with various sorts of procedure tables and specially prepared maps, and they must be able to transmit a maximum of information per unit time.

The habits of organizing reconnaissance are acquired by commanders in troop exercises, command-and-staff exercises, and training sessions. Experience has shown that reconnaissance receives priority attention in exercises in which a complex situation close to that of real combat is created, and in which the participants receive only a minimum of information on the simulated enemy.

Exercises involving live ammunition impart many valuable reconnaissance skills to officers and all personnel. All that is important is for the target situation to correspond to the organizational structure, armament, combat equipment, and tactics of the enemy.

Reconnaissance competitions held in both reconnaissance and motorized rifle and tank subunits, and the training of all categories of personnel on specially equipped ranges have a positive effect, raising the level of reconnaissance preparedness.

Many units have taken an integrated approach to solving the problems of reconnaissance training. As an example a broad practice is made of fire and special training exercises and of combat vehicle driving in concrete tactical situations in the Belorussian, Carpathian, and Far East military districts. Under these conditions the personnel are able to work on their reconnaissance training standards and develop their powers of observation, their powers of visual estimation, and their ability to report what they see clearly.

The platoons, companies, and batteries of the arms and services and of special troops are asked to participate with combined arms subunits in tactical drills held in the Group of Soviet Forces in Germany and in the Transbaykal and other military districts. This permits the commander to acquire the habits of utilizing information obtained by the reconnaissance subunits of the arms and services, which is extremely important in modern combat.

Group exercises, training exercises on reconnaissance topics, and tests and seminars on reconnaissance fundamentals and on the probable enemy have proven themselves to be effective resources by which to raise the level of reconnaissance preparedness of subunit, unit, and staff officers. The methods of reconnaissance training are undergoing continual improvement. We must creatively utilize all of its forms, introduce the best experience efficiently, and do everything to support all new and promising efforts.

We are now in the middle of the summer combat training season. Assimilating the means of combat application of equipment and armament the unit and subunit personnel must persistently master the art of reconnaissance. The ability to conduct effective reconnaissance in modern combat is an important prerequisite of high troop proficiency in the field.

11004

CSO: 1801

PERSONNEL: FRUSTRATED OFFICER CANDIDATE'S COMPLAINT

Moscow KRASNAYA ZVEZDA in Russian 2 Aug 79 p 2

[Letter by Junior Sergeant M. Tyulenev and Article by Major V. Zhitarenko:  
"And the Dream Remained a Dream...."]

[Text] "Dear Editor! I would like to share what are, speaking frankly,  
not very happy thoughts. The essence of the problem is as follows.

"I was drafted into the Soviet Army in April 1977. I was sent to the  
Group of Soviet Forces in Germany. For the first while I was in a training  
subunit preparing radio communication specialists. I completed my studies  
successfully. On arriving at my unit I was appointed to the post of  
mechanic-radio telegrapher.

"The longer I served, the more I came to like strict military order. And  
by the end of the first year of service I was fully resolved to become an  
officer, to enter the Ryazan' Higher Military Command Signal School imeni  
Marshal of the Soviet Union M. V. Zakharov.

"I found out what was needed for this. I submitted my application up the  
chain of command. Not long after, our company had to participate in some  
important exercises. Immediately after they ended, I learned that I had  
supposedly been late in submitting my documents. This is what I was told  
by Senior Lieutenant V. Baranov, the subunit commander. He advised me to  
enter the school in the following year.

"What else could I do? I patiently waited, and I studied hard for the  
examinations during my free time. Once again I submitted my application  
together with a request to be sent to the military school, and I appeared  
before the medical commission. The time for my retirement into the  
reserves was coming near. Some of my comrades advised me to go home, but  
I did not want to part with my dream.

"On learning that a traveling admissions commission was to be holding  
interviews in the Group of Soviet Forces in Germany, I asked for permission  
to take my entrance exams. No one stated any arguments against this, but

I was told that even if I were to pass my exams, the question as to my enrollment in the school would not be resolved before 1 September. But by this time my term of service would have ended. I was advised to sign up for extended service, and to take my examinations after that.

"This is what I did. I became an extended service serviceman. I was transferred for the preparatory courses. I spent an entire month in school. But when the time for the traveling admissions commission to meet came around, I found out that I had to serve a certain amount of time in extended service before becoming entitled to enter the military school. Why did no one explain this to me before?

"When I returned to my unit, they told me: 'Sorry, we didn't know. Go back and talk with the commission chairman, and maybe he'll meet you half way.' Naturally, nothing came of this. Quite understandably the commission must strictly follow the rules of admission to military training institutions.

"Why doesn't anyone know anything about these rules in our unit? This is terribly disheartening. I am still serving in the subunit, and my dream remains just a dream."

Junior Sergeant (Extended Service)  
M. Tyulenev

From the Editor: Our correspondent, Major V. Zhitarenko, visited the unit in which the author of this letter serves. Here is what he reported:

The reason the junior sergeant's dream remained a dream is that officials responsible for selection of candidates for military schools do not know the guidelines well. This is despite the fact that the senior chief had ordered all officers and warrant officers to study them. A mention of this order's execution did exist: "Brought to the awareness of the personnel."

But judging from everything, it was submitted to the awareness of the personnel only formally. Even Captain A. Solonitsyn, who is responsible for document handling at staff level, had not a single doubt as to the correctness of his actions, concurrently preparing both certificates and performance reports for military school admission and for extended service for Tyulenev. We can truly say that the right hand does not know what the left hand is doing!

The obvious contradiction and the gross errors were not discovered by the chief of staff or unit commander either. They as well obviously have an unclear impression of the procedures for applying to military training institutions.

This story, it was revealed, did have another side to it as well. Tyulenev is a good specialist. For this reason Senior Lieutenant Baranov "was late" in drawing up the documents for him last year (or perhaps he did not want to?). The new company commander Senior Lieutenant V. Rychkov honestly admitted: "We need people like Tyulenev." One gets the feeling that he is even pleased by the fact that Tyulenev must remain with the subunit. Incidentally the company commander persistently advised him to go to warrant officer school rather than to the signal school. As a rule warrant officer school students return to the unit and the subunit in which they had started.

But no one thought about the fact that this good soldier might transform into a good officer in 4 years. Moreover it is no loss if he is transferred to another unit. After all, the main thing is that he should serve, on becoming an officer, with complete devotion of his efforts to our common goal--protecting the socialist motherland.

11004

CSO: 1801

## TRAINING SHORTCOMINGS IN FIRING BATTALION NOTED

Moscow KRSNAYA ZVEZDA in Russian 3 Aug 79 p 1

[Article by Correspondent, Senior Lieutenant A. Oleynik, Red Banner Kiev Military District: "The Pledges Are Locked Up in the Safe"]

[Text] Officers of the battalion commanded by Lieutenant Colonel A. Sal'nikov received a low grade in a qualification shoot during the winter training period.

Inspectors from the district's combat training directorate revealed the reasons for the failure: lack of exactingness on the part of drill instructors, and poor planning of officer occupational training. The district representatives made special mention of the absence of specificity and efficiency in the organization of socialist competition among the officers.

These conclusions alarmed the regiment commander and the party organization. The inspection results were discussed at party meetings in the subunits, and at a meeting of the unit party bureau. The resolution emphasized the need for raising the responsibility of communist officers for their own training and for satisfaction of their pledges in the competition.

That was several months ago. What has changed in the battalion? The regiment deputy commander for political affairs was extremely cautious in his reply: "There is no cause for praise yet."

Acting battalion commander Major G. Zagoruyko (the former commander was dismissed from his post) gave a more optimistic evaluation to the state of affairs in the subunit:

"All officers are now caught up in the competition. The results are regularly summarized and the names of the best and worst competitors are being announced."

I asked to see the pledges adopted by the officers (they are not displayed for everyone to see at battalion headquarters). Major Zagoruyko pulled a

rolled sheet of paper--a summary of the personal pledges--out of the safe. On copying a few of them down, I decided to interview those who had adopted them, and find out what has been done to achieve the planned goals.

My first interview was with platoon commander Lieutenant N. Ignat'yev. It turned out that the officer had forgotten what his pledges were. Other officers were extremely vague about their pledges as well. Why was this so? I found out that the summary of the pledges stored in the headquarters safe had been written personally by Major Zagoruyko. Writing the summary, he made no reference at all to any pledges that were actually adopted. He simply looked at the grades of the officer received in the winter training period and added a point or two to each of them as the goal. But few were aware of the existence of such "pledges."

After this, I was no longer surprised by facts I uncovered indicating that competition had been organized in the subunit in name only. As an example Lieutenant Ignat'yev had the notion that he was competing against Senior Lieutenant S. Olzoyev.

"That's news to me," Olzoyev shrugged his shoulders. "As far as I can remember, my rival in the competition is Senior Lieutenant Avdeyev."

When I discussed the competition among the officers once again with Major Zagoruyko, he explained the confusion as follows:

"The officers do not have time to devote to the competition. They have enough problems meeting the plan for combat and political training...."

I think that it is precisely in these words, in this position that we can find the true causes of formalism in the organization of the competition. The competition in the subunit is artificially separated from the training process, from the day-to-day struggle for high-quality fulfillment of the plans and programs; the competition is viewed as an "additional load." The summary of the so-called "personal" pledges of the officers had been written at headquarters, obviously just for the benefit of the inspectors. When we look at what is actually happening, meanwhile, we find that no one is seriously concerned with the competition among the officers, who are called upon to serve as an example for all of the personnel.

The battalion recently underwent a qualification shoot and driving tests. The officers took the tests as well. A certain change for the better could be seen in comparison with the winter training period. The officers displayed greater confidence in their actions. But it would be too soon to hope for proficiency or stable grades. The grades written down in the log are modest, far from those abundantly promised in the pledge summary.

Would this not be grounds for a stern lecture on the unity of word and deed, on the personal example given by officers in a competition? We find,

however, that mention was never made of pledge fulfillment neither in the training field nor on returning to the unit.

Met by an atmosphere of indifference, some officers have weakened their exactingness toward themselves, and they have stopped studying regularly to raise their occupational skills. As an example Senior Lieutenant A. Isakov has now been a 3d class specialist for 5 years. Had the subunit officers been in an environment of lively, objective competition, the young, and in my opinion, capable platoon commander would have long ago upgraded himself. Visuality and continuous comparison of results would have forced him, and all of the other officers, to work more purposefully and persistently. All the more so because there are individuals in the subunit that could serve as the ideal. Senior Lieutenant S. Olzoyev joined the battalion a year ago. He had the top class qualification--master. Specialist 1st Class Senior Lieutenant V. Avdeyev can fire successfully and drive his vehicle confidently in all conditions. But the commander, staff, and party organization of the battalion show no concern for generalizing and disseminating the experience of the best specialists, and they understate the mobilizing and educational role of competition among the officers. Everything in the competition is reduced to its external attributes, to a list of pledges stored in a safe and dragged out on demand of inspection commissions.

Incidentally the battalion had been inspected several times this summer. The higher staffs and the formation's political section are aware of the disquieting results of the winter period. Surveillance has been intensified. But has it become more effective? Unfortunately, no. Qualitative changes never have come about in organization of the training process and in socialist competition among the battalion officers. The subunit is as bad as it was before.

11004

CSO: 1801

# COMPLAINT ABOUT CONSTRUCTION DEFICIENCIES REPORTED

Moscow KRSNAYA ZVEZDA in Russian 3 Aug 79 p 2

[Letter by Colonel (Reserve) S. Skryabin, Senior Inspector, USSR Ministry of Defense Main Trade Directorate: "And the Deficiencies Still Remain"]

[Text] A collective of military builders managed by Engineer-Colonel A. Litvinenko spent 9 years erecting a motor vehicle repair and maintenance complex for the Moscow Military District Trade Directorate. During the time of construction, responsibilities stated in the contract were violated several times, and for this reason the facility never was completed. In July 1978 the builders surrendered the structures to the clients with numerous deficiencies, though they did assure the clients that they would correct them within 2 months. A year has passed, and the deficiencies still remain.

Dozens of conferences concerning completion of the motor vehicle complex were held, and dozens of conference records were signed by the various authoritative commissions headed by the first deputy chief of the supervising construction organization. All of the papers said the same thing: Eliminate the deficiencies in the shortest time possible. But all of this remained just on paper.

I will not list the jobs still to be completed; they are major ones. Let me cite the conclusion arrived at by N. Repin, the chief of the motor vehicle complex:

"All of the remaining deficiencies make it impossible to organize, completely and well, technical maintenance and current repair of the motor vehicle fleet, they dramatically reduce the fleet's technical preparedness, and they create great difficulties in fulfillment of the tasks posed to the motor vehicle complex by the district command."

Is it not time to make the poor workers pay for their mistakes?

11004

CSO: 1801

PERSONNEL: YOUNG OFFICER'S DIFFICULTIES DESCRIBED

Moscow KRSNAYA ZVEZDA in Russian 4 Aug 79 p 2

[Letter by Lieutenant V. Kulik and Article by Correspondent Lieutenant Colonel G. Molchan: "Counting on Stiff Measures"]

[Text] "Dear Editor! I graduated from the Khar'kov Higher Military Air Command Signal School imeni Leninskiy Komsomol Ukrainy last year. Even before my leave expired I traveled to my new place of service as commander of a radio platoon. I was met well. I was also pleased by the fact that I was ordered to participate in support of airman combat training from the very first day. I felt that I could handle the job, and that if something did not work out right, my senior comrades would help me.

"But I immediately encountered some difficulties. Some specialists are in the platoon only on paper. Materials and equipment listed in the subunit's books are not all there. How was I to accept the platoon?

"My desire to analyze the entire situation and my persistent appeals to furnish the radio stations with the lacking instruments were perceived as an attempt on my part to absolve myself of my responsibilities. It is obviously because of this that the company commander, Captain Ya. Grushchak, reprimanded me. This happened on the third day after my arrival in the unit. This was followed by another reprimand, and in around half a year of service I have been subjected to nine disciplinary sanctions. I also had to defend myself before the Komsomol organization and an officer comrades court of honor.

"My purpose in writing is not to exaggerate; it is to air the offense I feel. I decided to become an officer while still in grade school. I fell to love

this profession. I knew that it was not the easiest I could choose. But what need I do to correct this situation now? What should I do to make my service honorable in the future?"

Lieutenant V. Kulik

On arriving at the signal subunit's permanent location I learned that the platoon commanded by Lieutenant Kulik had successfully completed a march of several dozen kilometers and was now at an airfield in support of flying by the air regiment. I talked with the unit's chief of staff Major N. Palenyy. He readily explained to me the plans for breaking in and working with young officers. But Officer Kulik's service card was not at headquarters. The chief of staff told me that it was in the possession of political worker Major Rybchenko, who had recently spoke with the lieutenant and had also traveled to the standby airfield. In the opinion of Comrade Palenyy Officer Kulik was a difficult person. Difficult in what way? It turned out that the platoon commander demanded that he be furnished with everything stated in the regulations, but that life dictates its own laws. Moreover, Palenyy continued, he lacked internal discipline and was afraid of hard work. This, he said, was the root of the problems in his work. And thus it was necessary to resort to strict measures of influence.

Captain Ya. Grushchak, the company commander, called his subordinate an energetic and competent officer, one possessing organizational capabilities. When the discussion turned to political indoctrination of young officers, the company commander followed the chief of staff's lead, referring me to the same plans. But he was unable to explain, in terms that I could comprehend, the way these plans were being implemented in practice. He also completely forgot when it was that he issued his first reprimand to the lieutenant. My interview with the unit commander, Lieutenant Colonel V. Tashchuk, shed a little more light. Discussing the development of young soldiers, he limited himself to a list of nonspecific measures.

But what sort of individual indoctrination was being afforded to young officers, particularly Lieutenant Kulik? Speaking frankly, all indoctrination was reduced to stiff measures of influence. This, incidentally, was not denied by political worker Major S. Rybchenko when I visited with him later. No one could find Lieutenant Kulik's service card. What good is it to him anyway, if the political worker was already aware of every reprimand issued to the lieutenant? He did not conceal the fact that, in his words, they might have gone too far.

No, Lieutenant Viktor Kulik was not overly defensive in my discussion with him. He was able to see the blame he carried for what had happened. I talked with him in detail about his life, service, and his attitude toward his work. He grew and was raised in a working family. He studied diligently in the military school, earning nine commendations. He spoke

respectfully of his commanders and teachers. I could feel that this was a man who treasured his service and the work to which he dedicated his life. But things were not going smoothly for him in all ways. On occasion he was obstinant and excessively self-centered, getting into arguments with his seniors.

I listened to Kulik, and I became more and more convinced that the officer was self-critical of his service, which he did in fact love. Why did things evolve the way they did? I think that the young officer's chiefs must assume a large part of the blame. Naturally, work violations must not be left without influence. But measures of persuasion and measures of compulsion must be combined competently and utilized correctly; the personal merit of the subordinate must be respected, and concern toward him must be displayed constantly. I think that issuing a reprimand on the third day of service is an indication that these attributes were lacking. Was it really necessary to be so harsh, especially when the lieutenant was fully justified in making his requests!

It is also very important to take notice of a person's first success, and to offer him support. There were reasons for such support in this case. In the first half of the year the platoon commanded by Kulik raised itself out of its slump of several years. Then the lieutenant was sent on a long business trip. He completed his assignment. He brought some repaired apparatus back with him, and while on his trip he had acquainted himself with the new equipment. A petition to reward the lieutenant was submitted to unit headquarters. But it was left unattended, as incidentally was true of many of the young officer's other commendable actions.

We must consider, however, that no one is indifferent to praise or reproach. We know that kind words remain in the officer's memory throughout his entire life. We must not forget this. Unfortunately, some of the chiefs of this unit did not know how to use kind words.

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## PRE-DRAFT TRAINING RESULTS REVIEWED

### In the Secondary Schools

Moscow SOVETSKIY PATRIOT in Russian 12 Aug 79 p 3

[Article by A. Averin, chief of the Basic Military Education Department, USSR Ministry of Education, in the column "Basic Military Training of Youth": "Field Examinations"]

[Text] In the Gorkovskaya Oblast secondary schools for general education, five-day field exercises with ninth grade students are conducted, as a rule, by the method of assemblies of all the rayon or city schools at the training base of the patronal plants, institutions, military subunits, defense-sports health and pioneer camps, and camps for labor and rest. Military warriors help a great deal in preparing and conducting them.

Field activities in all of the Arzamas secondary schools have been of great benefit to basic military training. The schools' patronal plant provided the plant's pioneer camp for this purpose.

There were well equipped training sites here for activities in all aspects of the basic military training program, including the taking of the GTO tests.

The daily routine, mode of life, activity and training of the youths largely resembled the tenor of life in a military unit. The training day began with physical exercises, formations and posting for activities, and ended with evening formations and walks.

A standard uniform was set for everyone. The youths stood guard at the camp banner, patrolled the camp and performed daily details.

Concern for the camp's appearance was evidenced by vivid, graphic propaganda, easy to understand. Battle leaflets were issued regularly and discussions were held on political and patriotic military themes and political information. Each military instructor was thoroughly prepared for the activities and conducted them on a high ideological-educational and organizational-methodological level.

Activity results were totaled daily and displayed by companies, platoons and squads. Outstanding achievers were recognized individually.

An order evaluating each school's results is issued for the results of the field activities in the camp jointly by the city department of public education and the city voyenkomat [military registration and enlistment office]. Gratitude was expressed to the military instructors who handled their tasks most successfully. Individual pupils were awarded sashenots. This order was announced at a ceremony after the end of the field assemblies.

The field activities were prepared thoroughly and conducted in an organized fashion in the oblast's other rayons too. Thus, prior to the start of the field assemblies, the ninth graders of all the schools in Vyasa and Vykunskiy Rayon attended a rally at the city stadium. They were addressed by the leaders of the CPSU city committee, the city executive committee and the voyenkomat. War veterans, parents and representatives from social organizations also attended.

On the way to camp, the pupils completed a 15-km march completely fitted out, and with gas masks and training weapons. Training problems stipulated by the activity program were worked out during the march.

The Vyasa city public education department and the city voyenkomat thoroughly prepared the physical training plant at the camp and rationally planned and organized the training process. The city voyenkomat assigned the most well trained reserve sergeants to aid the schools' military instructors. Methodological training assemblies and instructional activities on the basic military training program were conducted in advance with both the sergeants and the military instructors.

During the field activities, the pupils reinforced in practice and expanded their theoretical knowledge and skills learned in school. These activities also contributed to psychological moral and physical preparation of youths for military service.

Graduates once filled out questionnaires in the Arzamas schools. To the question: "What were the most interesting measures that made a lasting impression on you during the years of your schooling?", the majority of youths answered: "Field activities for basic military training and standing guard at the Memorial to Combat Glory."

In Gorkovskaya Oblast schools, a great deal of experience has been gained in preparing, providing for and conducting field activities with ninth graders.

It is difficult to overestimate the value of these field assemblies to basic military training and patriotic military education and to strengthening the discipline and organization of future warriors.

In the Armenian SSR

Moscow SOVETSKIY PATRIOT in Russian 15 Aug 79 p 2

[Article by I. Bagramyan, chairman of the DOSAAF central committee of the Armenian SSR: "New Equipment for New Schools"]

[Text] Thanks to the continual attention and concern of the CPSU, the Soviet government and the entire Soviet nation, our Armed Forces are being furnished with powerful combat equipment and the most modern arms. Profoundly aware of their sacred duty to the homeland and following Lenin's behests, the warriors of our Army and Navy are persistently studying the military profession. Systematically raising the level of combat and political training and strengthening military discipline, they are always ready to defend the gains of socialism.

The DOSAAF of our republic is carrying out great work on basic military training of youth. Guided by party and soviet agencies, we have succeeded in recent years in developing a network of DOSAAF organizations, setting up a modern physical plant in the training and sports organizations, ensuring the fulfillment of annual plan tasks, and in raising the quality of training specialists for the Soviet Armed Forces.

DOSAAF committees in the republic are continually concerned about ensuring that the training and sports organizations meet the modern requirements imposed by both the physical plant and the level of the educational and training process. All DOSAAF training and sports organizations in the Armenian SSR are currently housed in new buildings. Conditions for conducting practical activities in a qualitative manner have noticeably improved. For example, in the Yerevan automobile, technical and joint technical schools, there are excellent shops and laboratories and the required number of automobile ranges where complex driving exercises can be practiced. The schools have a full set of new equipment and conditions have been established for storing it.

The physical plant is being improved in DOSAAF sports organizations too. The republic's naval STK [technical sports club], for example, where water-motor types of sports are cultivated, has a lake with boats and scooters, well equipped classrooms for conducting activities, lounges and workshops. And it has the necessary diving equipment.

The republic's rifle club has a fine base for the activity of various circles and sections and for holding competitions. There are two shooting galleries here and a well equipped shooting range.

A great deal of effort has been put into establishing and improving the physical plant of the republic's aeroclub. It is housed in a well equipped three story building. The club has two airfields: one primary, and one reserve.

Fine conditions have been established for the young sportsmen in the DYUSTSh [children's and juvenile technical sports school] which trains riflemen. All its facilities and classrooms have been provided with modern equipment and the children shoot in two galleries. Last year, on the basis of this school alone, 220 sportsmen were trained, including 3 masters, 8 candidates for master and 10 holders of a first category rating.

The material and technical base of DOSAAF rayon and local organizations has been noticeably improved. For example, in the Shaumyanskiy committee of DOSAAF there are available automobiles, motorcycles, go-carts and a 50-meter shooting gallery. This rayon has a joint training center with the required training plant for conducting activities on basic military and technical training of youth.

The experience of activity of the training and sports organizations confirms that high results in preparing youths for the Army, Air Force and Navy are achieved when a modern physical plant is set up and when the committees exercise daily specific guidance of this important matter.

The defense collectives cited serve as an example in this matter. They hold the top places in the republic among the other DOSAAF organizations. Thanks to the initiative and persistence of the leaders of these defense collectives, favorable conditions have been established here for fruitful training, training quality is monitored properly, methodological and educational work has been well organized, and almost all cadets have been enlisted to engage in technical military types of sports. Political educational work with youths is being continually improved. The forms of socialist competition for achieving high indicators in training specialists for the USSR Armed Forces are being improved. And continual concern is shown for the organization of the mode of life and cultural services for the draftees.

As a result, the youths are becoming skillful warriors within a short period after call up into the Army and Navy. This is confirmed by the numerous letters arriving from commanders and political workers of military units and from the former cadets of DOSAAF training and sports organizations themselves.

Thus, the material and technical base is being improved, and the leaders of the committees, training and sports organizations of our republic, under the direction of the local party and soviet agencies in close coordination with military units and voyenkomats, have significantly improved the training of technical specialists. For these successes, the republic's DOSAAF organization has often been awarded the travelling Red Banner of the USSR DOSAAF CC.

While noting the achievements in training specialists for the Soviet Armed Forces, we must not silently pass over the shortcomings which are primarily associated with neglecting to improve the material and technical base. In some training and sports organizations, there are still no classrooms for

practical laboratory activities, vehicle ranges and radio training grounds are poorly equipped, and independent training of the cadets has not been established. For this reason, the practical training of some draftees leaves much to be desired.

The republic's DOSAAF committee is taking the necessary measures to improve the physical plant of the training and sports organizations, and is going deeper into the content and techniques of basic military training, striving to see that the quality of training fully meets the requirements imposed.

#### In the Latvian SSR

Moscow SOVETSKIY PATRIOT in Russian 30 Sep 79 p 2

[Article by M. Karklin', Minister of Education, Latvian SSR: "School Rears Patriots"]

[Excerpts] These were not your ordinary lessons. They were being awaited with special excitement at the 62d Riga School. After the bell, gray-haired veterans of the party and participants in the Great October Socialist Revolution sat down together with the children behind the desks.

And then the talk about love for the homeland, great civic responsibility, and sense of duty began. And this was no abstract talk--the children could see before them those who had won Soviet power and had defended it in the hard battles of the Civil War and the engagements of the Great Patriotic War, and who by their bravery and courage had warranted the lofty title of citizens of the land of the soviets.

Such meetings of the generations and such lessons of courage are not isolated occurrences in Soviet Latvian schools. Propaganda of the revolutionary, combat and labor traditions of our nation and its Armed Forces has become an integral part of the training and educational work done by all the republic's school collectives.

As is known, the school has a special role in the patriotic military education of the rising generation. The foundations of a communist world outlook by the pupils are laid during the training process. Broad possibilities for education of the children by patriots of the homeland are offered by many disciplines in the school program, but in particular--by the lessons on literature, history, geography, basic military training and a number of others.

The popularity of the military sports games "Zarnitsa" [summer lightning] and "Orlenok" [eaglet] is growing from year to year in the schools. We now have over 1000 battalions of young servicemen. The commander of the games, Hero of the Soviet Union, reserve Major General N. Groshev, deserves great credit for this. Brother-officer of the immortal Nikolay Gastello, he is always with the teachers and children and helps them organize and conduct the games.

Participation in "Zarnitsa" and "Orlenok" cultivates in the young servicemen strength of will, resolution, endurance, courage, fortitude and a sense of collectivism and mutual assistance. They accustom the children to activities in technical and sports groups, and in the end, they help train them for service in the army. The final of the pioneer "Zarnitsa" held in the summer in Dobeles was clear evidence of this. Struggling for the right to be in the final were 780 battalions--124,000 young servicemen. The final competitions brought 30 of the strongest teams together. I recall that in 1968, at the first final, there were only three.

Republic schools are making skillful use of state museums for patriotic military education of children. Rigans, in particular, maintain close ties with the Museum of Red Lettish Riflemen.

Representatives of the military units and ships of the Red Banner Baltic Military District, the Red Banner, awarded twice, Baltic Fleet, and the Border Guards are giving us much help in forming patriots of the homeland. They guide the numerous technical military groups and clubs of the young friends of sailors, airmen, tankers and border guards. The youths in uniform conduct lessons of courage in the schools and help organize military sports games. The pupils are very interested in their stories about the peaceful days of guarding the sacred borders of the homeland.

The matters of patriotic military, ideological, labor and moral upbringing of youth are at the center of attention of Latvian party and soviet organs. Thanks to this, the efforts of the school workers in rearing pupils in the glorious traditions of the Soviet people are acquiring special single-mindedness. Much attention is paid in the republic to generalizing and propagating know-how of military patriotic work in the schools. Scientific and practical conferences and meetings of military instructors are held and methodological developments are issued regularly.

Nevertheless, one cannot say that the summit in military patriotic education of pupils and training them for defense of the homeland has been reached. There are still quite a few shortcomings, difficulties and unresolved problems.

For all the scope of military patriotic work, a considerable portion of children is still not covered by it. It happens that this work is conducted episodically in the schools, from one "red" date to another. A large number of steps taken does not always evidence their high effectiveness and efficacy. It happens that the initiative of the children in military sports games and in research is wholly assumed by adults.

Therefore, a thorough and profound analysis of the activity of each pedagogical collective and a critical interpretation of their experience is so necessary in the light of the CC CPSU decree "On Further Improvement of Ideological and Political Educational Work." Primary attention must be paid to deepening the content of military patriotic work and to improving the guidance of it both within the school and on the part of the agencies of public education. It is necessary to skillfully rear young patriots and

bring them up to be determined, staunch defenders of their homeland. A great deal of help in this matter can and should be given to the school by the commanders, political organs, military commissariats and committees of DOSAAF.

Common efforts must be made by everyone so that the young generation of our citizens piously realizes the ideals of Vladimir Il'ich Lenin and becomes ready to rise to the defense of the homeland at any moment.

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## DOSAAF TRAINING AND RELATED ACTIVITIES

### Report, Election Meetings Preparations

Moscow SOVETSKIY PATRIOT in Russian 2 Sep 79 p 1

[Article: "Unremitting Attention to Reports and Elections"]

[Text] The Bureau of the Central Committee Presidium of DOSAAF USSR considered the question, "On the status of work by DOSAAF committees in preparing for reports and elections in the society's organizations in light of the decisions of the 4th (1979) plenum of the DOSAAF USSR Central Committee." It was noted that in implementing the decree of the plenum, the society's committees under the direction of the party organs and in cooperation with trade union, Komsomol, and other public organizations are conducting important work in the preparation of reports and elections in the DOSAAF organizations, directing it toward an increase in the quality and effectiveness of military-patriotic, mass defense, training, and sports work and the organizational strengthening of all defense collectives.

Here, the committees concentrated basic attention on accomplishing the requirements of the 25th Party Congress, the decree of the CPSU Central Committee, "On further improvement of ideological and political-indoctrinational work," and the decisions of the 8th All-Union DOSAAF Congress; on the timely and complete realization of planned tasks and socialist obligations; and on a worthy greeting for the 110th anniversary of the birth of V. I. Lenin and the 35th anniversary of the Soviet people's victory in the Great Patriotic War.

In the majority of the defense society's organizations the course of accomplishment of the decisions made at the 8th All-Union DOSAAF Congress, the results of past elections and reports, and the realization of critical remarks and suggestions expressed by DOSAAF members have been analyzed. Measures for the preparation and conduct of this year's report and election campaign have been coordinated with party organs. Instructive seminars and lessons have taken place with chairmen of committees, auditing commissions, and public activists, and measures are being adopted to improve the qualitative composition of committees and auditing commissions. This work is being conducted

most purposefully in the DOSAAF organizations of the Belorussian SSR and the Voronezhskaya, Murmanskaya, and several other oblasts.

It was stressed that the work which has been performed contributes to the further improvement of committees' organizational activity, the rise of military-patriotic and mass defense work, raising the quality of specialist training for the Soviet Armed Forces and the national economy, and the development of the mass nature of technical and applied military types of sport, and it raises the authority of the defense society among the broad masses of workers and students.

At the same time, serious shortcomings and omissions are noted in the work of DOSAAF committees of the Komi ASSR and the Arkhangel'skaya, Chitinskaya, and several other oblasts. In individual organizations, questions on the preparation and conduct of reporting and election meetings and conferences are not discussed at committee plenums up to the present, plans and measures for the preparation for reports and elections are drawn up formally and are not coordinated with local party organizations, and public-spirited activists are not properly involved in practical work.

A number of DOSAAF obkoms and kraykoms are not sufficiently strict in monitoring the course of preparations for reports and elections in primary, rayon, and city organizations, do not offer them specific assistance, and make little use of the forces and capabilities of DOSAAF Houses and training and sports organizations for these purposes.

Up to now, some raykoms (gorkoms) have not conducted seminars with representatives of committees and auditing commissions of DOSAAF primary organizations and are not properly engaged in improving the qualitative composition of the society's leading organs during forthcoming elections. Questions are resolved slowly in drawing up and coordinating schedules for the conduct of meetings and conferences and assigning committee members and activists from among the permanent commissions, ad hoc sections, and lecture groups to render practical assistance to primary organizations.

Many kray, oblast, rayon, and city auditing commissions have not planned their work in such a way as to conduct checks of the corresponding committees and organizations within their jurisdiction prior to the start of reports and elections.

Some of the committees do not attach proper significance to popularizing DOSAAF's patriotic activity in the period of preparation for the reporting and election campaign and do not display activity in using the capabilities of local mass media means for this purpose.

The presidium bureau of the DOSAAF USSR Central Committee required the DOSAAF Central Committees of union republics and the DOSAAF kraykoms and obkoms to make a comprehensive analysis of the status of work in implementing the decree of the 4th plenum of the DOSAAF USSR Central Committee, "On the conduct of reports and elections in the society's organizations," eliminate the

shortcomings which are present, and work out and implement additional measures to ensure a high ideological-political and organizational level in the reporting and election campaign. They are also required to ensure the strict monitoring and checking of the execution of decisions connected with the conduct of reports and elections in DOSAAF organizations, to consider the course of their preparation and conduct systematically at sessions of bureaus and committee presidiums, and to increase the personal responsibility of each committee member for the assigned sector.

Special attention was devoted to the rendering of assistance to chairmen of auditing commissions (auditors) of DOSAAF organizations in the preparation for reports and elections. The bureau of the Central Committee presidium, DOSAAF USSR, required the DOSAAF auditing commissions to adopt concrete measures to check the state of financial-administrative activity of the committees and the organizations within their jurisdiction while still in the period of preparations for reports and elections and to prepare their suggestions to improve this work sector of the society's organizations.

It was recommended to the committees that, being guided by the decisions of the 3d Plenum of the DOSAAF USSR Central Committee, they improve work on the selection and assignment of cadres for the corresponding leading organs of the society. It was also recommended that, in the course of reports and elections, they envisage the creation of permanent commissions, ad hoc sections, and lecture groups in the committees.

Work on popularizing the society's patriotic activity should be conducted more persistently and the capabilities of local press, radio, and television organs should be used for these purposes.

#### In the Ukrainian SSR

Moscow SOVETSKIY PATRIOT in Russian 16 Sep 79 p 2

[Article by Lt Gen Avn A. Korotchenko, Chairman of the Central Committee of DOSAAF USSR: "A Creative Process"]

[Text] Work on instilling the readiness of the young Soviet man for the defense of the fatherland is honorable and responsible. An important role is played here by the DOSAAF training organizations. Specialists capable of operating the most improved equipment are successfully trained in them. Among them are drivers of transport and special vehicles, diesel operators, electricians, parachutists, ships master radio operators, aqualung divers....

A network of DOSAAF training organizations is functioning on the republic's territory. One out of every two of them is now located in a new, improved building. This year, for example, the training complex of the Buchach automobile school of the Ternopol'skaya oblast joined the ranks of those operating while the vehicle operators in the city of Kalush, Ivano-Frankovskaya oblast, received excellent quarters and the Rovenskiy aviation-sport club had a house-warming.

Many vehicle driving grounds, radio ranges, trainer complexes, and so forth have been constructed. The available training material base is being continuously improved. But, however improved the base may be, it still cannot ensure high quality in training personnel by itself. To a very great extent, this depends on those who teach the draftees today.

The pedagogical collectives of the training organizations are facing a difficult and important task in the consistent realization of the integrated nature of communist indoctrination and the active use of all forms and methods for the ideological-political, labor, and moral tempering of tomorrow's servicemen. Today, in the republic's leading schools there is a striving to combine the experience which has already been amassed with the simultaneous search for new work forms and new solutions.

For example, it is difficult to overestimate the role of political lessons as the basic form in the indoctrination of trainees. It is they which, on the basis of the Lenin teaching concerning the defense of the socialist fatherland, mold a scientific world outlook in their students, confirm in their consciousness the ideas of Soviet patriotism and proletarian internationalism, and instill in the future servicemen the readiness to stand and defend the motherland's interests.

The ideological-political and organizational level of political lessons in the Nezhin automobile, L'vov radio engineering, Kiev naval, and other DOSAAF schools is high. Here, the conduct of political lessons is practiced more and more often in branches of the Vladimir Il'ich Lenin Central Museum and directly in plant shops and museums of combat glory. It is believed that this is fully justified. On such lessons, the trainees receive a high emotional charge and come in contact with the revolutionary, combat, and labor traditions of the Soviet people.

When the political lessons are conducted by the former party organizer of a naval infantry battalion, N. Markelov, the trainees listen to him with special interest: for to them this person is the living embodiment of our glorious combat conditions. When he became a Hero of the Soviet Union, he was 18 years of age--as old as his today's students. V. Teterevlev, former chief of a "Katyusha" rocket launcher section, also celebrated the attainment of his majority during the assault crossing of the Dnepr. These are people for whom the indoctrination of the youth is not simply an obligation, but the highest moral duty.

Delegates to party congresses, deputies of the Supreme Soviets of the USSR and the Ukrainian SSR (UkSSR), distinguished production workers, Heroes of the Soviet Union, and Heroes of Socialist Labor are involved in the conduct of political lessons in training organizations more and more often.

As a rule, political lessons are conducted by the best trained reserve officers. Each of them has behind him a significant life's school and solid theoretical training. However, knowledge should always be supplemented. To

stop means to fall behind. This is why the Donetsk, Dnepropetrovsk, L'vov and other obkoms of the defense society regularly conduct training-methods assemblies with them. Important party and soviet personnel, scientists, and activists of the Znaniye Society step forth as lecturers.

Scientific-practical conferences devoted to urgent problems in the ideological-political indoctrination of the youth have firmly become part of our system. Not only the leaders of training organizations, but also regular propagandists who conduct political lessons participate in them.

Many other favorable examples could be presented, but today we are guided in evaluating the quality of political lessons and their effectiveness by those high requirements which are imposed by the decree of the CPSU Central Committee, "On further improvement of ideological and political-indoctrinational work." And it should be said, here we still have much to do.

In recent years, the general educational and cultural level of the trainees has grown immeasurably. However, some teachers interpret the material in a simplified manner, sketchily, and replace a living, creative word with wordy, twaddle and all types of truisms and cliches. Naturally, such lessons do not provide the desired effect.

An important condition for the observance of a composite nature in indoctrination is development of the personality's activity, the conscious state of discipline of a person, and his responsibility. Comrade Leonid Il'ich Brezhnev noted: "Nothing so raises the personality as does an active life's position and a conscientious attitude toward public duty where unity of word and deed becomes the daily standard of behavior."

Our attraction of the trainees to active work in the course of which knowledge and ideas are transformed into conviction for them and into conscious motives for behavior and labor is also attained by those forms which are used, for example, in the Sevastopol' model naval school. Sloop trips are frequent here. But these are not simply drills or the improvement of technical knowledge. For the trip routes pass among places of past battles. Such trips are also practiced in the Zhdanov naval school. And then, the trainees of the Shorsu automobile school are accomplishing auto runs over routes of partisan glory (Chernigov-Brest).

The indoctrinational significance of such measures is indisputable. It is one thing to know by hearsay, and another to see with one's own eyes. To remember and preserve in one's heart. The sons are graphically convinced again and again that they are inheriting not only their fathers' names, but also their deeds.

The quality material-technical base, the experience of our teachers, and that active life's position which they generate in the trainees permit the attainment of high indices in labor indoctrination, too. Here, we have in mind not only the purely production successes of the youth at their enterprises, but also how they master the new technical specialty which is so necessary for

successful service in the Armed Forces. For you see, training is also labor. And difficult. Literally in months, the trainee must not simply master a certain sum of knowledge and skills but must also prepare himself for independent combat work.

Our training organizations always oriented and will orient on the personal initiative of the teachers, masters of production training, instructors, and technicians and on their experience and knowledge. All this is a necessary addition to scientifically substantiated pedagogical recommendations.

The method, "Do as I do," received permission in the republic's schools. For example, who of the future aqualung divers does not want to accomplish a most difficult operation under water as freely and easily as is done by the honored coach of the UkSSR, diving instructor of the Kiev naval school, Viktor Ivanovich Ukrainets. And really, doesn't the high professional training of the teacher of the L'vov radio engineering school, Stepan Vasil'yevich Marinovich, who literally blindfolded can assemble and disassemble any unit or assembly serve as an effective, stimulating factor? But the possession of professional skill is inseparable from another principle of indoctrination: "Here is the problem, here is your teacher's opinion. And what is your opinion?" It is namely the application of this principle which permits the instilling of creative activity in the trainees and future servicemen. This scientific recommendation was checked in the Kiev radio school. Here, the trainees are not simply taught a subject but, figuratively speaking, they are taught to study....

It is also important that simultaneously with the working out of individual procedures the trainees are taught group actions and a situation is created in the lessons which requires mutual assistance. It must be confessed that trainees are still often encountered who at first underestimate physical training. They reason approximately as follows: "Why overload myself for no reason if machines do everything for us?" But you see, contemporary battle requires of each one not only valor but also previously unprecedented speed and clarity and, the main thing, the ability to withstand prolonged psychological and physical loads.

Many interesting lectures are usually given on this subject. But really, it makes much more sense if the lessons are as close as possible to the conditions of an actual combat situation. In this regard, the experience of many automobile schools of the Chernigov area and the Belotserkovskiy technical school (Kiyevskaya oblast) deserves imitation. Here, lessons in the practical driving of wheeled and tracked vehicles are conducted simultaneously with the accomplishment of tactical missions on the ground. The very conditions require the maximum straining of the trainees' strength. Several such lessons and talk about the needlessness of physical training stops. Conversely, more and more youths are coming in contact with regular sports lessons.

Last year, the Kiev model naval school was awarded the challenge Red Banner of the Ministry of Defense for high training quality. The Zaporozhets aerial club was awarded the challenge Red Banner of the DOSAAF USSR Central Committee

and the Central Committee of the aviation workers' trade union. The Nezhin automobile school has emerged among the best.

Even now, the Ukrainian training organizations are not reducing the tempos which have been assumed. Evidence of this is the awarding of the Soviet Navy's challenge Red Banner to the Khmel'nitskiy naval school. Planned assignments and socialist obligations are being accomplished successfully by personnel of the Zaporozhets aerial club, one of the initiators of the all-union competition among DOSAAF organizations.

Unfortunately, along with the leaders we still have many training organizations, the quality of whose pedagogical work leaves much to be desired. Of course, the mastery and confirmation of an integrated approach to indoctrination everywhere is a difficult matter. There must be persistent work for the integrated approach, as the scientifically substantiated expression of party policy in the field of indoctrination, to become the methodological basis in organizing the work of our training organizations in the molding of the motherland's reliable defender.

#### Book Review on Modern Warships

Moscow SOVETSKIY PATRIOT in Russian 16 Sep 79 p 4

[Review by Rear Adm (Ret) A. Rodionov, candidate of naval science, of the book "Sovremennyye boyevyye korabli" by N. S. Suvorov, V. P. Ivanov, and V. P. Fedorov, Izdatel'stvo DOSAAF, Moscow, 1978]

[Text] The number of seamen who have received good initial naval knowledge in DOSAAF organizations is increasing in our navy with each passing year. The more complete this knowledge, the more rapidly they master complex combat equipment and become rated specialists. The book "Sovremennyye boyevyye korabli" [Modern Warships] which has been published by Izdatel'stvo DOSAAF will also render substantial assistance to the youth preparing for service in the fleet.

The book is organized according to the principle "from the general to the particular" and successively acquaints the readers with the missions assigned to the Navy and with its organization, basic qualities, and combat capabilities of warships. The presence of the section, "General Information on the Geometry and Main Dimensions of Ships" in the first chapter helps the readers to obtain the necessary information on the theory of ships as a complex engineering structure. Without the knowledge of these theoretical principles it is impossible to understand such important propositions as buoyancy, survivability, stability, and unsinkability of a ship.

The book's authors show the basic difference in the purpose of the Soviet fleet and the fleets of the capitalist countries. Our fleet has been created to defend the state interests of the socialist motherland and, together with the other services of the Armed Forces and the forces of the countries in the socialist commonwealth, is a factor in the active protection of peace

and international security. The fleets of the capitalist countries are an instrument for unleashing aggressive wars and suppressing the national-liberation movement in all regions of our planet.

Nuclear weapons and missiles of various classes which have been received in the fleets have attached a new character to combat operations at sea. The book under review tells in detail about the warheads, engines, control systems, launchers, and instruments for the prelaunch preparation and check-out of ballistic, cruise, surface-to-air, and antisubmarine missiles and their basic characteristics are given.

The book shows the direction in which such traditional combat means of the fleet as torpedoes, mines, sweeps, and depth charges developed and their contemporary status. Great attention is devoted to a description of ships electronic equipment.

The authors tell in detail about the layout, power plants and tactical and technical characteristics of surface ships and submarines and about the significance of surface and submarine forces as part of the fleets. Surface ships and submarines are important components of the fleet and the book's authors proceeded correctly by devoting equal attention to submarines and to surface ships.

The variety of combat missions and the conditions for their accomplishment led to the division of surface ships and submarines into a large number of classes, subclasses, and types. At present, the narrow specialization of ships continues to remain one of the basic trends in the development of the fleets of all countries. With consideration of this division, the authors also illuminate the layout of surface ships and submarines, their power plants, armament, and technical equipment. Having become familiar with the sections of the book devoted to surface ships, the readers have a clear picture of the fact that in recent years abroad their development was characterized by the introduction of antisubmarine warfare (ASW) and assault helicopters, vertical-takeoff airplanes, antiship cruise missiles, artillery and missiles to combat low-flying aerial targets, electronic countermeasures, and automated control systems. Gas turbines and, on U. S. aircraft carriers and frigates, nuclear power, began to be widely employed. An important trend in the development of surface ships which the reader cannot fail to notice is the 1- to 2-fold growth in the displacement of aircraft carriers and 1.5- to 2-fold in escort ships in comparison with ships of the World War II period and the first postwar years. In this regard, top speed and endurance have remained virtually unchanged. What is new is the construction of surface ships on hydrofoils, on air cushions, and ground-effects ships which are capable of having speeds commensurate with the speeds of airplanes. In the opinion of foreign naval specialists, such ships can be employed as assault, ASW, and assault-landing ships and even for troop shipments.

The authors devoted great attention to submarines: their purpose, classification, layout, power engineering, and armament. A genuine revolution in submerged sailing was accomplished by the introduction of nuclear reactors

as the main power plant. They ensure the attainment of high submerged speeds for a long time which eliminated the need to surface to replenish reserves of electric power, that is, which transformed the submarines into genuine underwater ships, and the appearance of missiles within overall dimensions which permit their placement on submarines transformed them into the fleet's main strike force.

The authors show how the qualities of diesel submarines improved and their combat capabilities increased on the basis of new technology. In contrast to submarines of former construction, they possess rather high submerged speeds.

But the book "Sovremennyye boyevyye korabli" is not free of shortcomings, either: Chapters 4 and 5 are devoted to surface ships, 6, 7, and 8--to submarines, and 9, 10, and subsequent chapters--again to surface ships. Such "overlapping" is in no way justified. It would have been expedient to state in the book which fleets and flotillas are found in the Soviet Navy, provide a concept of the fleet's fighting arms, and define more precisely the terms "armament," "weapons," and "equipment" employed in Chapter 1. It is difficult to understand the table on pages 202-203 in the part on artillery weapons due to close printing.

On the whole, the book's author and editing collectives succeeded in telling about contemporary warships laconically and, at the same time, intelligibly. It will render substantial assistance to predraftees, seamen, petty officers, and a broad range of readers in expanding and deepening naval knowledge and will become a good aid in military-patriotic work.

#### Training Facilities in Kuybyshevskaya Oblast

Moscow SOVETSKIY PATRIOT in Russian 26 Sep 79 p 2

[Article by A. Barskiy, deputy chairman, Kuybyshevskaya DOSAAF Obkom: "What is Interfering with the Construction Work"]

[Text] In recent years the material-technical base of the DOSAAF organizations in Kuybyshevskaya oblast have strengthened noticeably. In the Ninth and Tenth Five-Year Plans alone, 1,530,000 rubles have been directed for the construction of buildings for the society's training organizations. This permitted tripling the balance sheet value of the structures. Good conditions have now been created in the majority of DOSAAF motor vehicle and technical schools for the conduct of theoretical lessons and improving the quality of practical training of future specialists for the Soviet Armed Forces.

In the solution of construction problems, very much depends on the initiative and businesslike efficiency of the leaders of DOSAAF organizations who step forth in the role of customers. Here is only one example.

In 1978, a shooting gallery with an estimated value of 100,000 rubles was constructed in Syzran' by the use of the organizations own resources and put

into operation. At one time, the chairman of the DOSAAF gorkom, N. Marchenko, introduced a proposal concerning the necessity for the erection of this installation, became one of the most active organizers of the construction work, attracted many interested organizations to it, and constantly relied on the assistance of local party and soviet organs. The concerns were repaid a hundred-fold. City and inter-rayon competitions are conducted regularly in the shooting gallery and a rifle club has been created.

Chiefs of training organizations V. Sternik, I. Torchin, and many other leaders are purposefully involved in the development of the training-material base.

Much has been done. But nevertheless, the rates of build-up of the material-technical base in the oblast's DOSAAF organizations lag noticeably behind the growing requirements for the training of specialists for the Soviet Armed Forces and the national economy, for the development of military-technical types of sport, and for the initiation of all mass defense work. Now, special significance is acquired by the efficient organization of capital construction and the effective and zealous use of material and financial resources. It is namely this at which we are aimed by the decree of the CPSU Central Committee and the Council of Ministers USSR, "On improving planning and intensifying the effect of the mechanism for using the organization's own resources to improve the efficiency of production and the quality of work."

In this connection, I should like to touch on a number of problems.

In my opinion, the organization of planning requires serious improvement. As a rule, installations needed by the defense society, including buildings of training organizations, are planned by unspecialized organizations. Here, the stipulated periods for turning over documentation are often dragged out and errors are committed which must be corrected in the course of construction. This occurred when planning the House for Military-Technical Instruction in Zhigulevsk and the first section of the motor vehicle school in Tol'yatti.

At the same time, the selection of standard plans is extremely limited. For training organizations, for example, it has been worked out only for schools of the third group. The use of plans for general educational schools or vocational and technical schools inevitably entails numerous revisions and additional expenditures.

And take vehicle driving grounds. It is absolutely clear that they cannot be constructed and equipped without shop drawings and estimates, being guided only by general drawings and diagrams. Therefore, the customers must put up with estimates which are worked out by the contractors themselves. As a rule, this leads to an unjustified increase in the cost of construction.

Another aspect of the matter. Even in a standard plan for a motor vehicle school there is no technological study of the outfitting of classrooms with standard equipment. Not having qualified specialists, local planning

organizations require that all data on the technology of the training building or, let us say, the vehicle driving grounds be worked out by the customers. Meanwhile, the oblast DOSAAF committee has neither the personnel nor the resources for that, either.

What is the result of the incomplete work in technological planning which can be seen in the example of the Syzran' motor vehicle school. It moved to a new building several years ago. But because of the small size and inconvenient arrangement of the premises the classrooms cannot be equipped here in complete conformity with the requirements of the training process.

The problem can be resolved as follows: create zonal (inter-oblast) specialized planning groups or bureaus. Working on the cost accounting principle, they would render substantial assistance to the oblast DOSAAF committees in preparation and appraisal of planning and estimate documentation for the construction of installations and in working out the equipping of classrooms and sports structures.

It is also possible to follow another path: to create such sections in planning organizations which are already in existence.

Considering the limited number of standard plans, it is obvious that plans of buildings which have already justified themselves in practice should be more widely distributed and utilized. The publication of albums with the appropriate information, which does not require large expenditures, would facilitate considerably the preparation of planning documentation locally.

And something else. In our oblast we were convinced that it is most efficient and economically substantiated to construct training or training-sports complexes rather than individual buildings having narrow purposes. The complex of the Kuybyshev motor vehicle school No 2, for example, includes a training building, parking area, and driving grounds. The Zhigulevsk school was constructed according to this same principle and the motor vehicle school in Tol'yatti is being constructed in accordance with it. Of course, the initial expenditures on the creation of such complexes increase somewhat; however, they are quickly repaid through a reduction in operating expenditures. Nor is it hardly necessary to speak of the great opportunities which the complexes provide to increase the effectiveness and quality of specialist training. Here, it appears expedient to include in the training complexes areas for technical types of sport.

The time has also come to solve some organizational questions which are connected with the further initiation of construction. Thus, during the last three years the total volume of capital investments in the DOSAAF installations of our oblast tripled while the staff of associates in the section and their official duties remained unchanged. With the start of work on big installations, the post of technical supervisory engineer is earmarked and charged against the estimate of the construction work. But virtually no one is engaged with questions of construction work during the period of preparation of the construction. Hence oversights in support with documentation and a lack of coordination in supply.

In the future, too, the DOSAAF organizations of Kuybyshevskaya oblast will increase their efforts in the construction of the installations necessary for the further initiation of mass defense and sports work. The solution of the problems which hinder construction work will certainly help to conduct this important matter even more efficiently and economically.

#### Military-Technical Sports Reviewed

Moscow SOVETSKIY PATRIOT in Russian 3 Oct 79 p 1

[Article: "For a Further Growth in Sports Skill"]

[Text] The Bureau of the presidium of the DOSAAF USSR Central Committee examined the results of the competition finals of the 7th Sports Festival of people of the RSFSR in military technical types of sports. It was noted that the majority of the defense society's committees of the Russian Federation have done considerable work in the preparation and conduct of mass zonal and final competitions. Tens of millions of people took part in all stages of the sports festival. The increased mass nature of the competitions and growth in the physical tempering and sports skill of the youth are indicated by the following indices: more than 4 million youths and girls accomplished the rating standards of the Single Sports Classification, 805 people became masters of sport of the USSR, and 20 million passed the standards for the GTO [Ready for Labor and Defense] complex in firing with bullets.

The geography of military-technical types of sport has expanded significantly. For example, all oblast DOSAAF committees participated in competitions in motocross, 68 in competitions in aircraft modeling sport and the reception and transmission of radio messages, 63 in the motor-vehicle all-around combined tournament and "fox hunt," and 55 committees in military-applied and radio operators' all-around combined tournaments.

The combined teams of Moskovskaya, Novosibirskaya, Rostovskaya, Omskaya, Kuybyshevskaya, Vladimirskaia, Sverdlovskaya, and Chelyabinskaya oblasts and Primorskiy and Krasnodarskiy krays participated most successfully in the zonal and final competitions.

The sports achievements of the Moskovskaya, Novosibirskaya, and Rostovskaya oblast organizations were noted by the Council of Ministers USSR.

Important organizational work in the preparation and conduct of zonal and final competitions and propagandizing military-technical types of sport was conducted by the Vologodskaya, Ivanovskaya, Tyl'skaya, Koml, and Checheno-Ingushskaya DOSAAF obkoms.

A special role in the conduct of the concluding stage of the sports festival was played by the Omskaya oblast DOSAAF organization. Under the immediate direction of the CPSU obkom and with the active participation of party, soviet, trade union, and Komsomol organizations and construction collectives the

oblast DOSAAF committee was able to create a good material-technical base, receive the participants in the sports festival, ensure the organized conduct of 11 final competitions, and prepare and conduct on a high level an aviation-sports celebration which was attended by more than 200,000 residents of Omsk and the oblast.

Evaluating highly the sports achievements as a whole, the bureau of the presidium of the DOSAAF USSR Central Committee at the same time turned attention to unresolved problems and the substantial shortcomings in the activity of a number of DOSAAF committees and organizations in the development of military-technical types of sport.

It cannot be considered normal when 43 oblast DOSAAF committees do not enter the necessary number of teams in 15 or more types of sport envisaged by the sports festival program. The Tuvinskaya and Kamchatskaya DOSAAF obkoms took part in only two zonal competitions, Yakutskaya in five, and Kalmytskaya in eight zonal and one final competition.

There have been no major shifts in the mass development of such types of sport as glider, motor races over cinder tracks, and underwater orientation. Many committees, training organizations, and sports and technical clubs of DOSAAF do a poor job in attracting the youths and juveniles to participation in model automobile and shipbuilding. As formerly, insufficient attention is devoted to the creation and improvement of the material-technical base for the applied military all-around combined tournament in the DOSAAF primary organizations.

In a number of DOSAAF committees, primarily of the Kuybyshevskaya and Tul'skaya oblasts and the Bashkirskaya ASSR, little concern is manifested for the development of radio and motor types of sport.

The Central Committee bureau of DOSAAF USSR noted that several DOSAAF oblast organizations have reduced sports results in comparison with the 6th Sports Festivals of the people of the RSFSR. Gor'kovskaya oblast, for example, moved from 6th to 11th place, Saratovskaya from 10th to 15th, Tul'skaya from 9th to 16th, Volgogradskaya from 12th to 19th, and the Udmurtskaya ASSR from 16th to 22d place.

The task to develop military-technical types of sport in the primary organizations is being accomplished slowly. Thus, in the Orlovskaya, Tambovskaya, Pskovskaya, Orenburgskaya, and Kurskaya oblasts and in the Checheno-Ingushskaya, Mordovskaya, Buryatskaya, and Dagestanskaya ASSR's an average of only one to three competitions have been conducted in each DOSAAF primary organization in two and a half years.

The Irkutskaya, Chelyabinskaya, Sverdlovskaya, and Kemerovskaya DOSAAF obkoms were seriously reproached because they did not display the proper attention to questions of the organization, preparation, and conduct of zonal and final sports festival competitions.

The bureau of the presidium of the DOSAAF USSR Central Committee approved the general-team results of zonal and final competitions of the 7th Sports Festival of the people of the RSFSR for military-technical types of sports and its results as regards mass nature, training rated sportsmen, and passing the GTO norm for firing with bullets.

The decision was adopted to award challenge prizes and certificates of the Central Committee of DOSAAF USSR to the Novosibirskaya, Rostovskaya, Omskaya, and Kuybyshevskaya oblast and Primorskiy kray DOSAAF organizations for high results in the general-team tests at the zonal and final competitions.

The Moskovskaya oblast, Krasnodarskiy kray, and Chelyabinskaya and Omskaya oblast DOSAAF organizations were awarded challenge prizes of the DOSAAF USSR Central Committee for high indices in the development of military-technical types of sports. The challenge prize of the newspaper SOVETSKAYA PATRIOT was awarded to the Kaluzhskaya oblast organization.

The DOSAAF organizations of the Moskovskaya and Rostovskaya oblasts, Krasnodarskiy kray, Omskaya, Bryanskaya, Novosibirskaya, and Kuybyshevskaya oblasts, Komi ASSR, and Permskaya and Tul'skaya oblasts were awarded memorial prizes and certificates of the DOSAAF USSR Central Committee for the results of the mass competitions of the sports festival involving the sum of three indices (mass nature, training of rated and badge-winning participants in the GTO complex for firing with bullets).

The bureau of the presidium of the DOSAAF USSR Central Committee required the oblast and kray committees to analyze the results of their sports collectives' participation in the final competitions of the sports festival, the analysis to be made in November and December, and to outline and implement measures for the further development and improvement of military-technical types of sports and improving the skill of the sportsmen. It is necessary to introduce modeling types of sports more widely in the training and primary organizations and technical and sports clubs of DOSAAF and to attract youths and juveniles more actively to pursuits in these types of military-technical sports.

Special attention should be devoted to improving the political-indoctrinational work with sportsmen, increasing the quality of training of qualified coach personnel, and the creation of the necessary conditions for coaching work with youths and juveniles.

#### Uneconomical Facilities Criticized

Moscow SOVETSKIY PATRIOT in Russian 10 Oct 79 p 2

[Article by S. Tiro: "Empty Mansions"]

[Text] The House for Military-Technological Training gave a housewarming recently in Chernigovskiy rayon, Primorskiy kray. It is a high-quality building. Three-story. Concrete, glass, and aluminum. Spacious, light training

rooms. Broad corridors, steam heat. In short, everything is present, but the Chernigovites are not pleased with their expensive gift.

"Why do we need such a mansion!" the senior bookkeeper of the Chernigovskiy DOSAAF raykom, Z. Krasnyuk, is indignant. "The kraykom spent almost 200,000 rubles on the construction work. And now, we are incurring losses...."

It turns out that when the construction of this building was being planned, they evidently forgot in the DOSAAF kraykom that Chernigovka is a comparatively small taiga village and not a city with a population of half a million people. And, not worried with economic calculations, they erected this house in the middle of the village. Now it devours so much electric power, steam, and repair resources that the income of the DOSAAF raykom is insufficient for its upkeep.

But you see, everything could have been weighed ahead of time. Is it necessary to erect such a structure in the village? Would it be sufficient to construct a good STK [sports-technical club] with two or three training classrooms? It would have been just as good and the public's money would have been saved.

Now the house is a heavy burden for the DOSAAF raykom. The "extra" classrooms are rented to public organizations. But, alas, this measure is not saving the raykom from financial difficulties.

Exactly the same house is being erected in Chuguyevskiy rayon, Primorskiy kray. And the same problems are there as in Chernigovka.

For the present, in these two rayons they are racking their brains over how to proceed with the empty training classrooms while in the kray's big cities --Nakhodka, Spassk-Dal'nyy, Arsen'yev, and even in Vladivostok--the chairmen of the DOSAAF organizations are literally suffering from a shortage of premises. They only dream about such Chernigovka-Chuguyev mansions.

To put it mildly, such lack of coordination is peculiar not only to the Primorskiy DOSAAFites. A secondary school was built in the Yevreyskaya autonomous oblast in the village of Leninskiy. Through the fussing of the sports public and the raykom, DOSAAF achieved the decision to construct a heated shooting gallery in it. The only one in the rayon!

They built it for seven long years. And then, finally, to the music of a brass band the DOSAAFites were given the key to the shooting gallery. It is a pleasure just to stroll through the shooting palace. Cool in summer, warm in winter. A concrete shooting gallery. An excellent bullet trap. There is a weapons room. There is a training classroom. There is an entire complex of cultural and everyday-services premises. One should be happy with such a shooting gallery, but the members of the raykom are sad. Why?

"Well, the shooting gallery is only 23 meters...."

"What!?"

"We asked the builders to lengthen the shooting gallery. But it can't be done: there is a hothouse behind it. Now we have what could be called a shooting gallery, but what kind of drills or competitions can be conducted in it?"

"Almost 100,000 thrown to the winds...."

The DOSAAFites of Sovetskaya Gavan' lagged a trifle behind (for sum) as regards extravagance. Here, the House for Military-Technical Training was built quickly and with quality. And just as in Chernogovka they did too much too fast.

When the house was erected, the DOSAAFites asked the builders to break through several partitions and enlarge the training classrooms. It cost a pretty penny.

"But can't planning be done normally at once?" I asked the chairman of the Sovetskaya Gavan' DOSAAF gorkom, Yu. Velichko.

"Who will venture to get in touch with the builders?!"

It cannot be denied, the argument to justify the extravagance is very sound. True, scope and depth are not felt in it. It is a different matter, for example, in Amurskaya oblast. Last year, the Blagoveshchensk combined DOSAAF technical school gave a house-warming with great trouble. An assembly hall was placed in one of its wings. Everything is done with taste in it. Thirteen thousand rubles were spent on acquiring seats alone. Much money was spent on blinds, a rostrum. and so forth....

"But is it expedient for the school to have an assembly hall when there is an urgent shortage of training classrooms? Really, a gymnasium would not interfere with the trainees."

The chairman of the Amurskaya DOSAAF oblast, Yu. Bakin, answered my question with the firm conviction of a person who knows what he wants:

"The hall is extremely necessary. We conduct the plenums of the DOSAAF obkom here."

It goes without saying, the plenum is an important measure. But Yuriy Ivanovich forgot to add that they are conducted twice a year. The rest of the time, the wind strolls through the hall....

To administer zealously is not an empty phrase. It is a requirement of the times, of our life itself. Unfortunately, far from everyone understands this.

## New Training Method Evaluated

Moscow SOVETSKIY PATRIOT in Russian 31 Oct 79 p 3

[Article by L. Tsukerman, chairman of Khabarovskiy DOSAAF kraykom: "Problem Instruction"]

[Excerpts] Our newspaper reported on the so-called method of problem situations which was used in the Khabarovsk naval school for the first time in 1972. Since then, the method has been used in a number of other training organizations of the society. And in the Khabarovsk naval school it has already become an important component part of training and indoctrinational work of many teachers.

At one time the author of this article, L. Tsukerman, contributed much to this matter. In it, he discloses the principle of the problem method of instruction, shares his experience in employing it, and cautions against possible mistakes.

As is known, instruction is inseparable from indoctrination. Therefore, in the course of instruction it is necessary to use those methods which do not permit the trainee to remain only and simply a listener but force him to interpret the subject being studied creatively and critically. One of the methods which ensure the active participation of the trainee in the training process is the method of problem situations or the method of problem instruction.

With this method, information is not imparted to the students in a form which is convenient for assimilation, but is fed in the form of a problem. It is here that different, at times contradictory views on the subject being studied are pointed out. In this case, the trainees encounter certain difficulties which they cannot overcome by means of creative thought. The instructor, giving all those who so desire the opportunity to express their their opinions, listens to the various opinions and helps the audience to come to the correct conclusion.

The experienced teachers of the Khabarovsk naval school have been using the method of problem situations since 1972. But then, they were the first timid steps which were based on the recommendations of the journal SOVETSKAYA PEDAGOGIKA [Soviet Pedagogy]. Now, it is seven years of experience which shows that employment of the method provides good results.

How are they good?

First of all, no other method provides the opportunity for a fast determination of the level of knowledge of the trainees attending the lesson. There is no need to prove how important this is with a short instruction period.

Second, the method does not leave the trainees passive on the lessons.

Third, the striving to express one's opinion on the subject under study causes a spirit of competition on the lesson.

Finally, fourth, there is nothing more joyful for a trainee than the right to realize that he came to a correct conclusion independently, as they say, with his own mind.

However, experience shows something else, too: the method of problem situations must be used skillfully. Some young instructors commit mistakes. Two of them are studied most clearly.

The first one. The instructor does not consider that he should prepare for the conduct of a lesson using the problem method especially thoroughly in order to be ready to answer any question which arises in the course of the collective search for the truth. Situations which he devises ahead of time and on the lesson appear to be artificial and far-fetched. Therefore, they do not cause activity among the audience. The instructor's attempt to rectify the situation by posing newer and newer questions only leads to the unproductive expenditures of time and the lesson's material proves to be unassimilated. Later, during the analysis of his failure the teacher begins to criticize the method and frequently stops using it.

The second error. Individual instructors try to conduct all lessons using the same method. In this case, the questions, "What is your opinion?" and "What do you think?" simply become irritating and the goal is not attained.

In the Khabarovsk naval school, it was learned long ago that the method of problem situations should not supplant other methods of instruction. It is a component part of the instructor's work with the trainees. And it should be employed when the subject contains many debatable questions and when the activity of the students is necessary in order to draw a conclusion concerning the quality of their assimilation of material on a given subject and even on several preceding subjects.

Let us sum up what has been said. We were convinced that the method of problem situations is good. By itself, it has no negative aspects or minuses. But they appear at once, as soon as it is undertaken by a poorly prepared teacher who has not sufficiently mastered this method. This means that such an instructor must learn from his experienced colleagues. From those who are able to select a problem situation, interest the audience in it, and direct the conversation in the required channel.

I especially want to stress that with the use of the problem instruction method the instructor must keep track of the time and should not relax the military regime and the monitoring of the observance of the rules for internal order even for a minute so that the lesson is not turned into a "bull session." It is necessary that he improve his methodological skill, keep track of the latest pedagogical literature, and accomplish creative independent work.

## FIRING TRAINING FROM SWIMMING TANKS DESCRIBED

Moscow ZNAMENOSETS in Russian No 8, Aug 79 signed to press 23 Jul 79 pp 8-9

[Article by Col N. Yezhov: "Firing From Swimming Tanks"]

[Text] The tank crews did not shine with their results in carrying out the scheduled exercise of firing while afloat. The instructor for the exercise attempted to explain the failure with the words: "On land we usually fire a "good" or an "excellent," but today on the reservoir everything seemed to go wrong; there was a strong wind, the waves came up.... That is what affected the firing results."

However, that was not the true reason for the failure. It turned out that the tank crews had trained very little directly on the water, while the training which had been conducted took place in clear, calm weather. It also turned out that the training exercises were carried out by everyone from the same tank and that the target arrangements were left practically unaltered. The theoretical preparation of the soldiers and noncommissioned officers of the unit was also weak; they had poor knowledge of the characteristics of firing from a tank while afloat and did not know how to correctly determine the distance to targets on the water. Thus the true reason for the low results exhibited by the unit in firing from tanks while afloat was oversimplification and laxness which had occurred at previous exercises and training.

It is known that firing while afloat is carried out according to the rules for the conduct of fire from a moving tank. However, there are also special conditions here. First of all the observation and orientation conditions are markedly different, the triplex windows are flooded with water, and waves periodically cover the field of vision of the sight. In addition, due to the effect of the blast wave at the moment of firing, a large amount of light spray is formed (especially when the angle of gun elevation is small) which hinders observation of the shell bursts and adjustment of fire. There are complications also in determining the distance to the target, in selecting the moment for firing a round, and in many other specific characteristics which require each tank crew to be well trained and smoothly functioning. It is possible to achieve high results in firing from a tank while afloat only if every minute of training on the reservoir is utilized to its maximum effectiveness.

Exercises on water should be organized so that three crews can participate at the same time. This promotes the combat coordination of the unit and permits effective utilization of training time. For safety in tank movement and reversing of direction, it is necessary to have intervals of not less than 50 meters between them, and the flank tanks should not come closer to the shore than 25 to 30 meters, that is, for 3 tanks the reservoir must be not less than 150 meters wide.

The crews must know well and strictly observe the rules and measures for safety and must have reliable radio communications with the exercise instructor. Different colored buoys for each tank should be used for the best orientation of the boundaries for the opening and cessation of fire. The bank in the firing area must be gently sloping, with a firm or sandy bottom and without side slopes. There should be no shallows or undergrowth anywhere along the tanks' path.

Let us discuss the experience in organizing firing while afloat in the tank unit in which Warrant Officer [praporshchik] Yu. Seregin serves.

Approximately one week early the instructor (the company commander) began developing the plan for conducting the exercise. Specifically, he provided for checking the knowledge of safety conditions and measures, decided on the reference points, the direction of fire, the area boundaries, the initial position, the boundaries for the opening and cessation of fire, the command signals, and the sequence for changing training positions, and determined the locations of the ammunition supply points and the evacuation and rescue service.

The instructor allocated 90 percent of the training time to the primary part of the exercise, namely, to firing. He organized three training positions in which the tank crews had to improve their performance skills with weapons and study the rules for firing. Five to ten minutes were allocated to the final part, to analysis of the firing.

In our view, the plan for conducting the exercise must also take into account the officials who support the firing as well as the personnel of the evacuation and rescue team, the commander of which should be an officer who is a specialist from a combat engineer unit. The team personnel should include an instructor for medical and sanitary matters and one or two divers. The team should be supplied with medicines, special equipment for working underwater, a cutter with life preservers, and an amphibious tractor for evacuating vehicles. In addition an ambulance should also be assigned.

The instructor provided for the organization of the three training positions, determined the exercise methodology at the positions, and organized the supply of material to them which made it possible to utilize the training time with the greatest effectiveness.

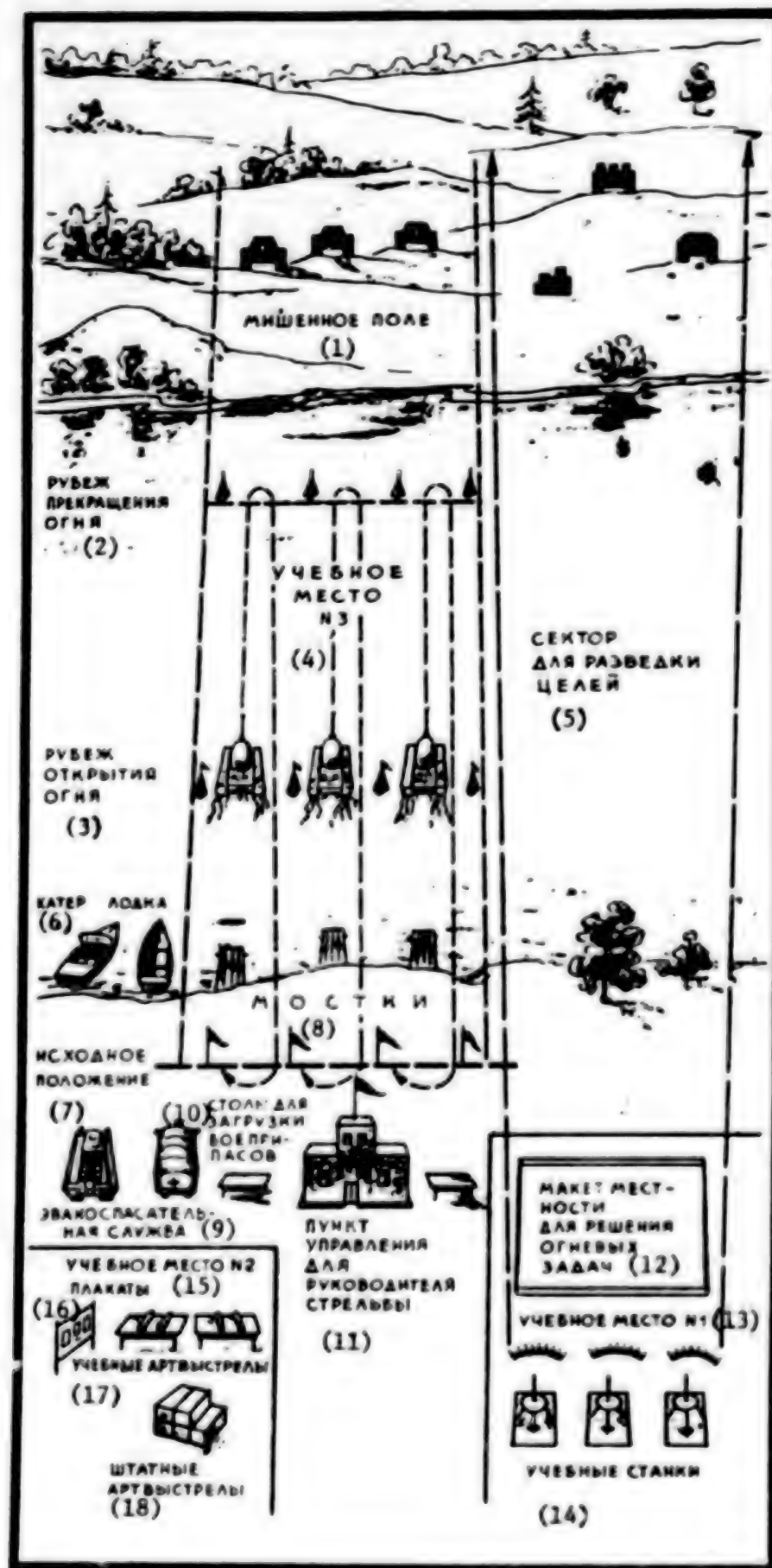
Let us examine the organization and methods of conducting the exercises in the training positions themselves (for example, those of Ensign Seregin's platoon). At training position No 1, the tank crews were training in target reconnaissance and in determining the distance to the targets. Along with the targets set out at real distances, a model of the terrain was set up with the targets arranged according to the exercise conditions. Three mounts were also set up with training sights, and there were binoculars for the crew members as well as forms for noting the results of the target reconnaissance. After completing their reconnaissance exercise, the warrant officer gathered the crews at the terrain model where, using the recorded data, they determined the fire missions by applying the rules for firing. After successful completion of the assignments Warrant Officer Seregin moved the unit to the second training position.

Training position No 2 includes inspection and preparation of ammunition for firing. It was set up next to the ammunition supply point. Available here were standard artillery rounds and rifle cartridges, boxes with feed belts, machines for loading belts, flushing and swabbing material, an artillery expert's set of tools for eliminating minor malfunctions, and posters showing ammunition construction and its identification markings. The crews, under the direction of the platoon commander, inspected the ammunition and prepared it for firing. At the same time the ensign endeavored to have each tank crew member thoroughly master the construction, identification markings and handling of ammunition. After this the norms for preparation fire were worked through on a reserve tank.

Practice firing was conducted at training position No 3. Three swimming tanks were used for firing.

Having received the proper ammunition at the ammunition supply point in accordance with the exercise conditions, the crews stacked it on racks which were located 20 meters behind the tanks. Then the tank crews put on life jackets and formed up behind their tanks. At the instructor's command the tank crews stacked the ammunition in the tank, checked the radiocommunications equipment, and conducted an inspection of the tank paying particular attention to the hatch cover locks and the plugs in the tank floor, to the tightness and locking of the caps on the water jets, and to the condition of the signaling device and target angle indicator.

Having completed the inspection of the tanks and having reported their preparedness, the crews formed up behind the tanks. On the signal "Fire," they took their places in the tanks, brought their weapons into battle readiness and the tanks into position "at the water." The tank drivers started the engines and the gunners established communication with the instructor and reported to him by radio of their readiness for firing.



- Key:
- |                                   |   |
|-----------------------------------|---|
| 1. Target field                   | 10. Tables for loading ammunition               |
| 2. Boundary for cessation of fire | 11. Control point for the firing instructor     |
| 3. Boundary for opening fire      | 12. Terrain model for determining fire missions |
| 4. Training position No 3         | 13. Training position No 1                      |
| 5. Area for target reconnaissance | 14. Practice mounts                             |
| 6. Cutter and boat                | 15. Training position No 2                      |
| 7. Initial position               | 16. Posters                                     |
| 8. Walkways                       | 17. Practice artillery rounds                   |
| 9. Evacuation and rescue service  | 18. Standard artillery rounds                   |

At the signal "Forward," the crews began moving. The tanks entered the water in a prescribed gear and at a right angle to the shore line. The guns were raised and directed toward the targets. The drivers engaged the water jets and lined up the tanks according to the direction of fire. The crew began to locate the targets. On passing the boundary for opening fire the crews determined their fire missions independently.

The company commander announced the results of the firing, summarized the fulfillment of the tasks undertaken, pointed out deficiencies, and specified measures for their elimination. Then instructions were given for servicing the equipment and the training materials which were used in the exercise.

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## TRAINING OF AVIATION MAINTENANCE PERSONNEL DESCRIBED

Moscow ZNAMENOSETS in Russian No 8, Aug 79 signed to press 23 Jul 79 p 10

[Article by Warrant Officer [praporshchik] V. Padanin, instructor and training platoon commander: "Competent Specialists for the Airport"]

[Text] The maintenance of modern aircraft requires excellent and comprehensive training for the entire maintenance staff of aviators. This is well known by the officers, ensigns [praporshchiki], and noncommissioned officers who are entrusted with the preparation of young aviation specialists in training units.

It is not a simple task to help soldiers acquire the necessary amount of specialized knowledge in short periods of time in order to competently check and skillfully maintain aviation equipment. Fulfillment of this task is made possible by a well thought out and precisely organized instructional process, by a complete material base, and by the meticulous and purposeful efforts of the instructors and educators. It is to their credit that from year to year the level of knowledge of the young aviation specialists who graduate from the training unit noticeably increases. For example, among those who just graduated recently more than 65 percent of the students passed the final examinations with a "good" or an "excellent."

We, the commanders of the training platoons, also devote great efforts to producing the soldiers. Our work begins at the very moment of the replacements' arrival. In the very first days, I and the deputy commander of the platoon, Sgt L. Kabzayev, attempt to create a cohesive collective of the newly formed platoon. We select the suitable squad commanders and form the group of most active platoon members from the best prepared soldiers.

The students in our platoon are preparing to become radioelectronic equipment mechanics. We formulate the majority of classes to be of a concrete and applied nature. We deal primarily with those problems which mechanics face on the job. Thus the explanation of the phenomena and laws of electricity and radio and the analysis of the operation of classical circuits and parts are conducted utilizing samples of aviation equipment and the actual circuits of instruments and equipment for demonstration.

We employ an active method in teaching the material, that is, we examine the students in every subject and in every activity. This is set forth in the "Instructional Plan" which was developed in the training unit, and which each instructor has. In the course of only a few days both the strongest and slowest students can be determined.

Of course, teaching the material at the level of the weak students is not sound practice, but I always keep them in the field of view; if they master a subject, it means the others have done even better. I had one student, M. Arslanov, for whom special subjects were more difficult than for others. And so I questioned him in class more often than the others. At first he perceived this as abnormal, but once he understood that I was trying to help him he soon tried to answer among the best. As a result he graduated from the training unit with high marks.

We devote great attention to practical exercises. It is precisely here that the students' theoretical knowledge is strengthened, and their ability to competently fulfill one or another assignment is determined. At this stage I attempt to give the future specialists more independence. For example, I give an assignment to hook up an electrical circuit and make certain measurements, such as the amount of voltage at the elements, the current in the circuit, and so on.

For those who deal with electrical circuits, this work is elementary, and they complete it quickly. For others a number of questions immediately arise: how to attach the measuring instruments, what is the multiplying factor for the selected scale on the instrument, and so on. Without taking over students away from the assignment, I explain to each what is not understood and if it is necessary, I show them how to do it. For example, student V. Gladkov was not able to measure the voltage at a resistor. I explained that he had hooked up the instrument incorrectly; at that point the voltage is not alternating but constant. The student I. Nuretdinov was not able to compute the multiplying factor on the instrument scale. I explained it to him in a simple example and he understood, smiled, and continued to complete the assignment.

The old rule that a theory without practice is dead is shown to be true at every step. Before the beginning of the practical exercises in checking radio tubes, I again reviewed the three types of tubes, their position in the circuit and their measurement parameters. There seemed to be no unclear questions, but when I went to the working areas, it turned out that the assignment was being done poorly. The students either were not able to carry out a portion of the testing at all or were doing the tests incorrectly. The student N. Aminev, for example, did not even know the base of the tubes, student V. Yegorov was trying to measure the amount of grid current but was doing it on the wrong base pins. Other students also had many mistakes. It was necessary for me to stop the independent work and once again explain the sequence of tests for tube parameters. Only after that did the assignment proceed with the necessary productivity.

The first practical steps present certain students with definite psychological problems. Let us take, for example, my former student A. Skuratovskiy. In hooking up an electrical circuit, he began to be afraid to supply power to it and could not bring himself to attach the testing instruments. I went through the assignment with him and then he completed everything independently while under my supervision. His timidity passed. By the end of the practical exercises he was already working easily and competently with complex electrical circuits.

One of the methods of instructing students is independent training. It is precisely this time which makes it possible to delve into more complex questions more thoroughly, to review a previous topic, and to prepare for the next. After every class I always explain what we will be studying next. And it is natural that much depends on the organization of self-preparation.

As a rule my deputy, Sgt Kabzayev, is in charge of the independent work. I give him specific assignments, for example, to conduct an examination on some topic and to work up independent and individual questions. It also is the case that I entrust the sergeant with the more careful supervision of the work of the slow students. This yields certain benefits. For example, thanks to the help and supervision of their self-preparation, students Aminev and Gladkov began to give noticeably better answers to my questions in class.

We also use the self-preparation time for individual training. Some students are not able to speak in front of a class, they become flustered and feel uncomfortable under the gaze of their comrades. During this period of self-preparation, it is possible to eliminate this deficiency and to train people to answer questions at examinations bravely and to speak before colleagues. I recall an unusually shy student, M. Skachkov. Uncommunicative, he would blush during examinations, then become pale and would seem to be completely lost. I instructed Sgt Kabzayev to train the student by calling him to the chalkboard in front of the entire platoon. In a few weeks Skachkov not only "found the gift of speech" but also explained material on the level of the best students.

Almost from the very beginning of instruction, it is customary for us to divide the platoon into groups of three: a strong student, an average, and a weak one. In this way none of the weak and average students are left to themselves. The benefits of these groups of three are particularly evident in practical exercises and in self-preparation. Socialist competition is organized among the groups to make the instructional process more active. This brings forth among the students the spirit of competition and makes possible the most thorough mastery of the material. Thus, for example, the students A. Tyazhkikh, I. Nuretdinov, N. Aminev, A. Khapilin, N. Sharadzhelamov, and Ye. Bulygin, who were not very strong, became excellent students in their military and political training by the middle of the instructional period thanks to socialist competition.

Through analysis of our accumulated experience, we are constantly improving instructional methodology and are keeping pace with the development of aviation equipment. And there is no doubt that the radio-electronic equipment mechanics who graduate from our training unit arrive at the airports as first-class specialists.

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## MOBILE MOTOR VEHICLE INSPECTION UNIT DESCRIBED

Moscow ZNAMENOSETS in Russian No 8, Aug 79 signed to press 23 Jul 79 p 11

[Article by Col G. Prokhorenko: "Mobile Motor Vehicle Laboratory"]

[Text] One of the most important components of traffic safety is the excellent technical condition of the motor vehicle. It is achieved through high quality, periodic and seasonal equipment maintenance and through constant supervision of its systems and assemblies. Verification of the condition of army vehicles is assigned to the workers of the military traffic detail. In order to make their inspection exhaustive and objective, the motor-vehicle drivers of the country's PVO (Air Defense) Forces have created a special mobile laboratory. The capabilities of this complex are explained by the leader of the authors' collective, Col G. Prokhorenko.

Assembled on the basis of the PAZ-672 (Pavlovsk Bus Plant) bus, the laboratory makes it possible to give a thorough and objective evaluation of the technical condition of the vehicle under inspection while it is en route. Diagnosis can be made of the motor vehicle's instrumentation, its electrical equipment, steering gear, brake system, and so on.

The capabilities of the laboratory are rather extensive. In addition to the vehicle's systems and assemblies which must be checked by the inspector, it permits verification of the alignment of the front wheels, the head light mounts, and even the condition of the piston-cylinder group and the valve camshaft without disassembly. Thanks to this, it is also expedient to use the laboratory for mass transport inspections which are conducted by VAI (Military Automotive Inspection Service) elements in various military units.

In the construction of the laboratory, there has been a successful combination of special equipment and devices with standard instruments designed for checking specific motor vehicle assemblies or systems. Thus, using the E-204 instrument, it is possible to check the electrothermal impulse pressure gages and thermometers, the electromagnetic fuel indicators, the ammeters, pressure gages, and the indicators for the mode of operation.

The E-214 instrument makes it possible to check the electrical equipment of the motor vehicle. In addition to showing the condition of the batteries, starters, and constant and alternating current generators, it can be used for checking the regulators, the distributor and contact-breaker units, the condensers, the ignition coils, and can determine the condition of the high voltage circuit insulation. An oscillograph has been provided for visual observation of the electrical processes in the ignition system and for measuring secondary voltages and the dwell angle of the distributor contacts. And with the portable stroboscopic device included in the equipment, it is not difficult to visually check the setting of the initial angle of ignition advance. Using the stroboscope one can check both the centrifugal and vacuum ignition advance regulators and other moving parts of the motor vehicle. The electronic testing unit included also in the laboratory's equipment makes it possible to check the motor vehicle's electrical equipment without its disassembly.

The technical condition of the cylinders, piston rings, valves and gaskets for the head of the engine's cylinder block (with a cylinder diameter of 50 to 130 millimeters) can be checked with the K-69M instrument. It measures the amount and reduction in air pressure in a specially constructed manifold in a specific area of the engine.

The laboratory has also been outfitted with instruments for checking the head light and steering gear alinement, which, as is well known, has been carried out by the VAI inspector "by eye." Moreover, the steering gear is checked, for example, both for the amount of free play and for the degree of friction.

The experts have also thought of checking the condition of the brake system. An evaluation of the vehicle's braking intensity is made with a special instrument, namely, a decelerometer. The brake system of tandem trailer trucks is checked on a testing unit for checking motor vehicle pneumatic equipment. For this purpose a selection of pressure gages has been added to the testing unit.

The laboratory is also supplied with other equipment necessary to VAI inspection operations. The laboratory chief's panel has the capability of giving a necessary command loudly if the road conditions require intervention by traffic safety units. All the instruments used by the laboratory in carrying out the VAI functions are also switched on and their operation controlled from this panel.

Equipment, materials and documents are supplied for the investigation and documentation of highway transport accidents. Included here are cameras with accessories, sobriety indicators, portable gas analyzers, emergency road markers, and so on. A video tape recorder with a camera is used for the analysis of highway accidents in particularly difficult situations.

The VAI inspector is often faced with the task of checking the physiological condition of a driver. A cause for this can be both the fatigue of the soldier who has been sitting behind the wheel for a long time and his slower reactions caused by his poor condition after a long trip. An instrument for determining a man's psychomotor reactions makes it possible to carry out this test objectively.

The lights of a traffic signal alternate before the soldier, who is sitting in the driver's seat, according to a previously established program. Moreover, the consistent sequence of red, yellow, and green is not always maintained. In this way, the man's reactions can be determined more accurately, and the sensors attached to the motor vehicle controls and the presence of a timer give the examiner an exhaustive picture of the reactions.

One of the most important VAI functions is to advertise the rules of traffic safety and motor vehicle maintenance among the personnel. The laboratory can conduct such operations on a very extensive scale. It has colored posters on the Rules of Traffic Safety, on technical service for the basic types of vehicles, and posters which explain the causes of different kinds of highway transport accidents.

The laboratory is supplied with the most modern equipment for propaganda. This equipment includes the automatic slide projector "Al'fa 35-50" for projecting black and white and color slides and the portable motion picture "Ukraina," which is designed for showing sound films in large classrooms or auditoriums. This allows the VAI workers to organize various activities with the drivers in the units and to disseminate the advanced know-how in motor vehicle equipment utilization.

The laboratory can be used both for instruction of drivers in the Rules of Highway Traffic and for administering examinations to them. The KISI-5 examination and instructional machine, complete with examination questions, serves this purpose.

As are many VAI inspection vehicles, the laboratory is equipped with flashing signals, a loudspeaker system, a Doppler speed indicator, the illuminated sign "Stop," as well as the R-109M radio station, which provides two-way communications with radios of the same type both while stopped and in motion.

The crew of the vehicle, according to the opinions of specialists, should include an engineer-diagnostician, a laboratory operator, a doctor or paramedic, and a driver-instructor.

Great efforts and creative energy were expended by the officers V. Slipchenko, P. Chickilenko, V. Lavrent'ev, Yu. Yefimov, and Warrant Officers [praporshchiki] A. Bayandin and V. Chernovol in the development of this control and inspection complex which can be widely utilized in the armed forces. Local GAI (State Motor Vehicle Inspectorate) units, which conducted tests of the laboratory together with the military motor vehicle drivers, gave a high rating to this creative accomplishment of the unit's experts.

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## PACIFIC FLEET WARRANT OFFICER SCHOOL DESCRIBED

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[Article by Capt 1st Rank N. Radchenko: "The Road to the Ocean"]

[Text] All week a light drizzle fell and thick clouds scudded across the sky almost touching the tops of the hills. But on the last day of the week the wind suddenly changed direction and drove all the fog from land and the sun radiated warmth and light generously. Everything began to sparkle in rich colors. One would look and think: Where else could one find a place equal in beauty to this distant corner of the Pacific shore line.

The windows of the warrant officer [michmany i praporshchiki] school of the Red Banner Pacific Fleet always look out on the water of the quiet blue bay. From here an unending road to the ocean seems to begin. Many dozens of the school's pupils have passed along that blue road on great cruises to become irreplaceable assistants to the officers in the difficult work of teaching and training the sailors of the fleet. And now good news comes to the school from all oceanic areas.

"Warrant Officer [michman] Ye. Chigileychik commands a torpedo cutter. He is a competent commander and successfully fulfills all combat training assignments. Somehow during stormy weather his cutter experienced screw damage. But thanks to the competent actions of Warrant Officer Chigileychik and his subordinates, the cutter returned to base independently...."

"Warrant Officer N. Chuprin is the officer in charge of a squad of radio telegraph operators. He is an expert in military work and is the best specialist in the squad. For the third year in a row the squad commanded by him has been the best in the unit. He has been recommended for a medal for his achievements in combat and political training...."

"Warrant Officer A. Matveyev is the chief boatswain of the ship and is an expert in military affairs. He competently and persistently engenders in the crew, especially young sailors, a love for the ship and a high level of naval knowledge...."

Reading such words about their students is pleasant for the head of the warrant officer school, Capt 2d Rank V. Nosachev, for his deputy, Maj I. Kaganovich, for the secretary of the party committee, Maj V. Kirillov, and for the other officers and warrant officers on the permanent staff. They devote great efforts, work, and personal warmth to the smooth functioning of the school's educational process so that the graduates go to sea with sufficient military knowledge and are morally and physically prepared for overcoming the difficulties of ship service.

A modern instructional base has been created in this school through the efforts of the students and their teachers. The offices and classrooms create a pleasant impression through their cleanliness, well designed visual aids, and simple and comfortable furniture. Here, for example, is the methodology office. In charge of it is Antonina Timofeyevna Shlyakhtina, a well-educated teacher and enthusiast for her work. Here the students have abundant opportunities to extend their knowledge of the methodological problems of combat and political training both independently and under the supervision of such experienced methodologists as, for example, the commander of one of our best companies, Maj N. Leshchev.

The school is also proud of its library; its collection of books could be the envy of any other regional center. And if one considers that the school is located rather far from a city, then the inestimable significance of the library and its role in the training process and in the ideological education of the future warrant officers becomes completely evident.

One can also not fail to say a good word about such a training facility as the survival compartment, which is under the direction of Warrant Officer Yu. Grinberg. Here the students practice methods of plugging projectile holes.

Of course any, even the most complete training base, can yield the desired training result only if intelligent and thoughtful instructors make use of it. A collective of officers and warrant officers has been formed in the KTOF (Red Banner Pacific Fleet) school for warrant officers which is up to any complex assignments. As a rule, these are people with greatly varied service experience on ships and in units of the fleet. The letters which come to the school from its graduates are filled with warm comments and thanks for the lessons of their teachers, Capt-Lt A. Ivanov, Capt A. Rogachev, Sr Lt G. Paskotin, and many others.

The party and Komsomol organizations function here creatively and in a combat fashion. Their work became especially active after the publication of the decree by the CPSU Central Committee "On Further Improvement in Ideological and Political Educational Efforts." One of the best in the school is the party organization for management led by Warrant Officer A. Golubev. He is an experienced party worker and communist who is demanding of himself and other people.

The school for warrant officers of the Red Banner Pacific Fleet prepares cadres for ocean duty. And the difficult but noble labor of the instructors' collective is evaluated according to ocean duty criteria.

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## CAPABILITIES OF FOREIGN MULTIPLE ROCKET LAUNCHERS DISCUSSED

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[Article by Col A. Kol'tsov: "Rocket Systems of Volley Fire" from foreign press material]

[Text] Recently in the foreign military press, material has appeared ever more often on rocket systems of volley fire, and work on the creation and improvement of them has taken on an intensive character in all the capitalist countries. In the opinion of the foreign military specialists, the capability of using these systems to deliver concentrated firing blows with great density and the capability of their use to carry clusters armed with armor-piercing projectiles and anti-tank mines moves this weapon to the foreground among the other rocket and artillery systems with a tactical mission.

The multiple rocket systems for volley fire which exist in the armaments of the armies of the capitalist countries possess great mobility and maneuverability, and the range of their use amounts to 30 and more kilometers.

Deficiencies in these systems include relatively low accuracy in hitting individual targets due to dispersion, limited capability for fire movement, considerable decamouflaging due to the flames, smoke, and dust during launching, inability to direct the fire on targets at close range, the complexity of reloading, and so on.

Let us examine the basic rocket systems for volley fire which exist in the armaments of the armies of the capitalist states.

In the armaments of the army of the United States, there is a 45-barrel, 115 mm rocket system for volley fire, the M91, which is mounted on a trailer or truck. The mount consists of five sections with nine barrels in each. Vertically the launching rails can be set at an angle of 60 degrees and with a side deviation of plus or minus 10 degrees. The weight of each rocket is 25.8 kilograms, and the weight of a volley consisting of 45 rockets, which can be fired in the course of 20 seconds to a maximum distance of 9.6 kilometers, amounts to 1,161 kilograms. Twenty minutes are required for reloading the unit.

According to a report in the journal "NATO's Fifteen Nations" a new 12-barrel rocket system for volley fire is being developed at the present time for the U.S. Army which will have increased accuracy and can be mounted on a track-laying or wheeled vehicle with a high level of cross-country ability. The firing range for this system will be 30 kilometers. It is designed for the destruction of personnel, PVO (Air Defense) sites, command points, storage depots, and other targets. Its availability to the armed forces is planned for 1980.

Since 1970 the armaments of the Bundeswehr of the FRG have included the 110 mm 36-barrel rocket system for volley fire "Lars," which is mounted on a six-wheeled truck. Launching the rockets is controlled from the driver's compartment which at the moment of launch is covered with light, armored shields. The maximum angle of inclination for firing is 50 degrees, and the horizontal angle is plus or minus 105 degrees. Aiming the unit at the target is done manually. The rocket launching can be done in a full volley or one at a time. The maximum range of fire is 15 kilometers, the length of time for a volley is 18 seconds, and the area of dispersion of one volley is 100,000-150,000 square meters.

It is planned to further improve the system by increasing its range of fire to 20 kilometers and by creating combat units of the cassette types "Pandora," "Meduza," and "Drakhenzat" which are designed for destroying tanks, batteries and infantry combat vehicles. Each cassette is capable of carrying up to eight anti-tank mines. Work is being completed in the FRG on the creation of a new 280 mm three-, six-, and eight-barrel rocket system for volley fire, the RS 80 "Mars," with a range of operation of up to 60 kilometers and which is designed for destroying groups of forces and concentrated combat equipment. The length of each rocket is six meters, and its warhead can be either fragmentation or cassette and filled with light armor-piercing shells. The cassette is capable of carrying anti-tank mines for stopping tank columns on the march or during deployment. Computations indicate that a battery of "Mars" consisting of eight units can in one volley delivery to a given area more than 2,300 anti-tank mines. It is planned to increase the effectiveness of the rocket's performance by guiding it in the final portion of its flight trajectory. A shell with finished combat elements (up to 5,000) encased in a jacket is being developed for the destruction of personnel. On explosion of the shell, these combat elements destroy personnel over an area of 300 by 300 meters. By the mid-1980's, it is planned to have one rocket battalion (with 18 "Mars" units) in each corps of the Bundeswehr.

In France the armaments of the ground forces include a 138 mm 22-barrel rocket system for volley fire, the "Rafal." These RAR-14 launching units are mounted on single-axle, wheeled gun carriages and are capable of all-around fire at an angle of inclination up to 52 degrees. The maximum range of fire is 16 kilometers. Each projectile, which is two meters long and weighs 52 kilograms, carries a warhead weighing 19 kilograms for

high-explosive fragmentation effect or cassette warheads weighing 18 kilograms and containing 7,300 metal balls. The effective radius of such a cassette warhead is up to 70 meters. Due to modern sights the unit has relatively high accuracy. The modified installation RAR-145 has a range of fire of 20 kilometers.

France's new 30-barrel 142 mm installation, which is mounted on the "Berliye" motor vehicle, is in the final stage of development. The weight of the new rocket is 65 kilograms, its length is 3.2 meters, and the weight of the warhead is 17 kilograms. An antipersonnel warhead is being developed which is armed with 40 combat fragmentation elements. The range of fire for the new unit is from 9 to 30 kilometers, its maximum rate of fire is two rockets per second, and the length of time for a full volley is 20 seconds.

There are also different rocket systems for volley fire in the armies of other capitalist countries. For example, in Switzerland there is the 10-barrel 81 mm unit "Leska" with a range of fire of up to 10 kilometers and its modified variant, the 20-barrel "Leonsina" unit. Of the small caliber units designed for fire support for small military units, Switzerland has the 2-barrel unit MR-830 with a range of fire of up to 1,000 meters and the 50 mm 4-barrel portable launcher mounted on a tripod "Rattlboks" with a range of fire of up to 800 meters and which has armor-piercing, fragmentation, smoke, and illuminating rockets which are 550 mm long and weigh 1.7 kilograms each. Two men operate the unit.

The recently developing hysteria among the NATO countries over the invented "Soviet military threat" pursues the end of furthering the arms race which is advantageous for the monopolistic groups. The possibility of using rocket systems of volley fire as an effective means of combatting tanks is whipping up the scope of efforts to improve them. These efforts are being made primarily in the direction of increasing the range of fire, raising the accuracy and compactness of fire, and improving the mobility and survival of the launching units. Considerable attention is being devoted to raising the effectiveness of the ammunition. Cassette warheads are being developed which are loaded with combat fragmentation elements which have a superior effectiveness of five or more times that of the usual high-explosive fragmentation shells.

Such facts are clear confirmation that the most reactionary forces of imperialism and their hired and voluntary supporters, in trying to halt the projected disarmament and return the world to the "Cold War," are continuing to increase the arms race and create ever more destructive and fanatical types of weapons are designed for the destruction of people. Our military cadres must attentively follow the development of new military equipment in order to be prepared to meet the aggressor with resistance at any time.

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